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comics, Aetna Life Insurance and Annuity Company[®] has
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quality is excellent." Duff & Phelps says ALIAC has
"the highest claims paying ability" and a "high quality,
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This may be the best news our customers
read all day. Aetna. A policy to do more.

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May 27, 1992

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MARGINALIA

In Brief

Princeton students arrested on drug charges

Announcement at the University of Alabama: "A faculty forum will be held on Wednesday, April 29, to discuss the proposed changes in the grading policy and the proposed addition to the core curriculum. All interesting faculty are invited to attend."

No buns, if you please.

From "News Tips," a release from the public-relations office at Wright State University:

"When James Runkle, Ph.D., associate professor of biological sciences, teaches school children in Oakwood an Arbor Day lesson, his approach will be far from traditional. On May 8, 8:30-11:45 a.m., Runkle will dress as a preying mantis . . . On the qui vive, kids!"

Classified in the *Daily Brain*, the paper at the University of California at Los Angeles:

"Sperm Donors — Experienced person with pleasant personality to help charming, older woman with weight-loss program. Withhold/Bevery Glenn area."

No questions, please.

From a program for a performance of *The Cherry Orchard* at the Cornell University Center for Theatre Arts: "In Act II, the merchant, Lopakhin, whose father was a surfer on the estate, says sarcastically that, 'The old days were fine. They could at least flog the peasant then.'"

And then, suggests a reader, they'd hang ten.

Ad in the *Des Moines Register*: UPPER IOWA UNIVERSITY FULL-TIME FACTORY OPENING For Fall 1992 "In these tough times, a job's a job," a reader comments.

A reader at the College of Mount Saint Vincent, who reminds us that her institution was founded by the Sisters of Charity, spotted an automobile with a college sticker on the rear window and a bumper sticker that said:

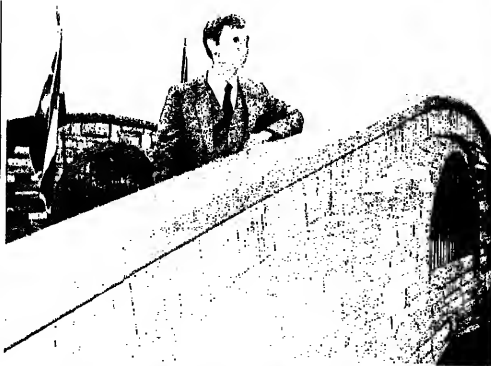
IF YOU CAN READ THIS, YOU'RE TOO CLOSE

The owner of the car, our reader points out, had carefully cut out the word OAMN.

Note in "Police Beat," a department in the student paper at Winthrop College:

"The reporting officer observed a car accelerating above posted speed limit. . . . The vehicle ran through a stop sign without breaking."

Just lucky, we guess. —C.O.



Bridge at Colorado State marks Vietnam era

FORT COLLINS, COLO.—Colorado State University has dedicated a new bridge on its campus to an era that bitterly divided the university and the nation. Known as the Vietnam Era Memorial

Bridge, it is topped with bricks from a university building that was burned down in 1970 at the height of the anti-Vietnam War protests on the campus.

The project was the brainchild

of an alumnus, Terry Finney (above), who wanted to build a memorial to a fellow alumna, a journalist who died while covering a military coup in Thailand.

Former hostage makes campus visit

ST. PETERSBURG, FLA.—The former hostage Terry Anderson spoke last week at Eckerd College, making his first appearance on a campus since his release in December.

Mr. Anderson (right) was chief Middle East correspondent for the Associated Press when he was kidnapped in Beirut on March 16, 1985. Since his release, he has been residing in the Caribbean. He returned to the United States this month and now plans to write a book on his ordeal.

At Eckerd, Mr. Anderson told 2,500 students and community residents how religion had helped



him deal with torture during his captivity. Mr. Anderson plans to speak at other colleges and universities this fall.

Corrections

A map that accompanied an article about the riots in Los Angeles (*The Chronicle*, May 13) incorrectly located Woodbury University. The institution is 30 miles north of the central riot area.

An item about a brawl that occurred at Iowa State University's alumni spring festival (*The Chronicle*, May 13) incorrectly stated that Martin Jischke, the university's president, doubted that the festival would be held again. Following the fighting, Mr. Jischke said: "The damage, the danger that was involved in the kind of behavior that went on last night, is at the point where we can

continue this tradition."

An item about the Puller Theological Seminary (*The Chronicle*, May 13), incorrectly reported that John Finch, a psychologist, was the founder of the seminary's graduate school of psychology. Mr. Finch is one of several people who helped found the school.

A story about privatization of public higher education (*The Chronicle*, May 13) said the State University of New York at Binghamton was dropping two engineering programs. University officials describe those programs as engineering technology and industrial technology.

Baptists sever ties with Furman U.

GREENVILLE, S.C.—A long-running battle between the South Carolina Baptist Convention and Furman University ended this month when the convention voted to sever all legal and financial ties with Furman.

The convention had previously given the university about \$1.6 million a year, or about 3 per cent of Furman's total budget. The convention also voted to rescind its earlier decision to take Furman to court over the university's decision to revise its charter to allow the university to elect its own governing board. Previously, the convention had had that power.

The decision came as a relief to Furman's president, John E. Johns, who said the dispute had had a divisive effect on South Carolina Baptists. "Now, our board is not in danger of being taken over by fundamentalists, and this means that the academic freedom of the university is assured," he said in an interview.

The convention's decision to sever ties with Furman prompted the Rev. George Dye, a member of the university's board of trustees, to resign. Mr. Dye said he had been elected by the Baptist convention to serve as a trustee of a Baptist university. Furman's board has adopted a statement saying that the university will remain faithful to Baptist values, even though it will be an independent institution.



Students tear down banner they call racist

RUSSIA, ORE.—A group of students at the University of Oregon tore down and defaced a banner that had appeared on the banner, a group of students cut it down, scrawled "Racism" on it, and painted some of the faces brown.

Ota Scarborough (above), a public safety officer in the university, reported the incident to campus disciplinary officials.

Father puts his pride on a billboard

WEST LAFAYETTE, IND.—The father of a graduate of Purdue University decided to celebrate the commencement of the youngest by raising a billboard on nearby Highway I-65. Ken McGinity (below) spent \$650 to rent the 12-foot by 32-foot billboard to congratulate his daughter, Meghan, who received her bachelor's degree in communications this month.

Greg Zawieski, a senior news-service editor at Purdue, said he couldn't recall such a message's having been used before as a graduation gift.



PORTRAIT

A Glimpse of the Lives of Students Past

By SUSAN DODGE

URBANA, ILL.—In the spring of 1872, Charles Northrop, a senior then at Yale University, missed so many of his courses in trigonometry, Latin, and chemistry that an administrator wrote to Mr. Northrop's father.

"Your son has incurred 41 unexcused marks," the administrator wrote. As a result of his slouches, Mr. Northrop was placed on the "second-level course of discipline," which involved having to make up some of the missed academic work.

Mr. Northrop's leather-bound scrapbook of his years at Yale is part of an extensive collection at the University of Illinois of materials on student life. Many of the books, fraternity and sorority magazines, and student scrapbooks, known as the Stewart S. Howe Collection, were collected by Mr. Howe, a 1928 graduate of the University of Illinois.

Offers an insight

Mr. Howe amassed much of his material by purchasing old scrapbooks in used-book stores and requesting journals from fraternities, sororities, and students. The collection offers an insight into the world of students at hundreds of colleges and universities from the late 1800's to the present.

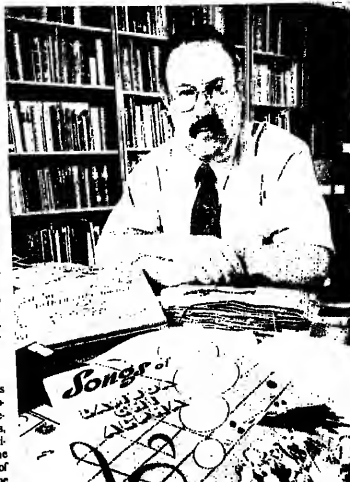
Mr. Howe left the material to the university in 1973. In 1989, an endowment of \$750,000 was established to support the collection and last fall the university hired John B. Straw as the materials' archivist.

Mr. Straw says he would like to expand the collection to include more material about student life today. "There has been a renewed interest in the undergraduate, and, with projections for declining enrollment, there is more of a need for colleges and universities to be able to know what the undergraduate student is really like," says Mr. Straw, who came to Illinois after working for four years as the archivist at Virginia Polytechnic Institute and State University. "The collection is new and experimental because it looks at student life as a way of defining our culture and how it has changed."

Mr. Straw is organizing the collection in five rooms of a horticultural field-laboratory building not far from the center of the campus.

Amid the smell of old chemicals that once were used in the lab, gray files holding Mr. Howe's correspondence and fraternity and sorority journals lie metal shelves that reach the ceiling. In another corner, the minutes of chapter meetings and descriptions of social and philanthropic events are stacked in large piles. Mr. Straw has yet to categorize them.

A hallway between the rooms contains four small glass cases that display relics of student life. One of the cases includes material from college graduates who served in World War II. A Theta Delta Chi fraternity journal, *Alumni in Uniform—Home and Abroad*, includes news of a student who was wounded on July 28, 1944, and taken to a



John B. Straw, archivist for the U. of Illinois collection of "stunts" at student life as a way of defining our culture and how it has changed.

heads are a few of the "stunts" in the book.

An 1880 journal of the Sigma Chi fraternity mentions the biennial convention the fraternity held in Washington that year. About 60 members of the fraternity attended the convention and *The Republic*, a Washington society newspaper published at the time, covered the event.

"Fine, Manly Fellows!" "A body of young man, representing the Sigma Chi fraternity, met in convention in this city," the paper says. "Fine, manly fellows they were, (so—the flower of prominent institutions in various parts of the union.)"

Mr. Howe was also interested in student protests that occurred in the late 1960's and early 70's. His collection includes a book called *Zipfies in Our Midst* and several student scrapbooks about the period. Priscilla S. Hart's scrapbook of her years at the Ohio State University from 1967 through 1971 includes newspaper clippings about antiwar marches in Washington, campus protests against landlords who discriminated against blacks, and the 4,000 National Guardsmen who came to the campus in 1970 to quell student protests.

The age-old issue of college students' asking their parents for spending money also is evident in the collection. A 1923 book, *The Fraternity and the Undergraduate*, includes comments from an unidentified student: "Father complains I spend too much," he says. After he spent \$100, he asked for more. The student adds: "It is kind of a game now to see how much I can get."

Mr. Straw says he would like to expand the collection to include more material about student life today. "There has been a renewed interest in the undergraduate, and, with projections for declining enrollment, there is more of a need for colleges and universities to be able to know what the undergraduate student is really like," says Mr. Straw, who came to Illinois after working for four years as the archivist at Virginia Polytechnic Institute and State University. "The collection is new and experimental because it looks at student life as a way of defining our culture and how it has changed."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYUOD
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Anthropology of Salt and Behavior, by Gerald M. Eckstut (Harvard University Press, 210 pages; \$14 hardcover, \$12 paperback). Discusses socialization, gender, sexuality, and other topics in a study of the relationship among culture, the self, and behavior.

COMMUNICATIONS

Expanding Free Expression in the Marketplace: Overcoming the Public Forum, by Don C. Proulx (University Press, 192 pages; \$15, \$10 paperback). Discusses the value of increasing public access to broadcasting.

The News Shapers: The Sources Who Exploit the News, by J. Lawrence C. Soley (Praeger Publishers, 144 pages; \$32.95). Discusses the backgrounds, influence, and affiliations of academic, former government officials, and others who appear frequently as commentators on network news.

Tales of Terror: Television News and the Construction of the Supernatural, by Beth Ann A. Dobkin (Praeger Publishers, 144 pages; \$33). Argues that American media and government depictions of terrorism promote public panic about the issue and help build support for military intervention.

Vietnam on the Potomac, by Mary Ann Ball (Praeger Publishers, 232 pages; \$45). Shows how a "small group communication culture" created by President Kennedy and Johnson and their key advisers shaped decisions to escalate the war in Vietnam.

ENIMMOLOGY
Domestic Marijuana: A Neglected Industry, by Ralph A. Weisheit (Greenwood Press, 192 pages; \$33). Traces the history of marijuana cultivation in

America, and presents original data on growers' backgrounds, motivations, operations, and economic activities. Power, ideology, and the war on drugs. *Needing Secrecy: Life in the Green* (Praeger Publishers, 144 pages; \$32.95). Discusses the backgrounds, influence, and affiliations of academic, former government officials, and others who appear frequently as commentators on network news.

ECONOMICS

Constructing a Style of Industrial Reform: China and India in the 1980's, by George Ross (University of Chicago Press, 312 pages; \$32.95). Discusses the political economy of the reform process in the two countries.

Constructing a Style of Industrial Reform: The Challenge of Japanese Efficiency, by Mervyn A. Fuss (Cambridge University Press, 240 pages; \$44.95). Identifies factors contributing to the remarkable cost competitiveness of automobile industries in China, Germany, Japan, and the United States from 1960 to 1984.

The Economics of Oilspillage: Compensation, Price and Resource Allocation, by Robert E. Korman (Blackwell Publishers, 312 pages; \$74.95). Proposes an analysis of the economic consequences of oilspillage; includes discussion of cleanup making in the oil of coral.

Enlightenment and Foreign Investment in the Twentieth Century, by Charles Geiss (Praeger Publishers, 184 pages; \$39.95). Traces the history of foreign investment in the United States.

Global Effects of Unleashing Trade in Farm Products, by Kym Anderson and Rodney Tyers (University of Michigan Press, 284 pages; \$47.50). Presents a model for the analysis of markets for seven agricultural commodity groups.

Industry Regulation and the Performance of the American Economy, by Paul W. MacAvoy (W. W. Norton & Company, 192 pages; \$28.95). Discusses the history and economic effects of industry regulation since the 1887 Act to Regulate Commerce.

Investment, Innovation, and Inequality, by Clara Driver and David Moreton (Blackwell Publishers, 144 pages; \$39.95). Examines the investment behavior of businesses in an uncertain environment.

The New American Community: A Response to the European and Asian Economic Challenge, by Jerry M. Ruckenstein (Praeger Publishers, 200 pages; \$42.95). Considers the potential benefits of an economic community uniting the countries of the Americas.

Addresses of Publishers

Beason Press, 25 Beacon Street, Boston 02108
Berghman House, 2355 Weichung Avenue, West Orange, N.J. 07092
Blackwell Publishers, Three Cambridge Center, Cambridge, Mass. 02142

Cambridge U. Press, 40 West 20th Street, New York 10011
Columbia U. Press, 562 West 113th Street, New York 10025
Dale U. Press, 6807 Columbia Station, New York 10025
Greenwood Press, Greenwood Publishing Group, 86 Post Road West, Westport, Conn. 06881

Harvard Univ. College Press, 3101 Clifton Avenue, Cincinnati 45220
Hill & Wang, 19 Union Square West, New York 10011
Huntington Library, 1151 Oxford Road, San Marino, Cal. 91108
Alfred A. Knopf, 201 East 50th Street, New York 10022

MIT Press, 35 Hayward Street, Cambridge, Mass. 02142
W. W. Norton & Company, 500 Fifth Avenue, New York 10014
Oxford U. Press, 200 Madison Avenue, New York 10016
Pennsylvania State U. Press, 820 North University Drive, Suite C, University Park, Pa. 16802

Praeger Publishers, Greenwood Publishing Group, 86 Post Road West, Westport, Conn. 06881
Princeton U. Press, 414 William Street, Princeton, N.J. 08540
Quorum Books, Greenwood Publishing Group, 86 Post Road West, Westport, Conn. 06881

Rowman & Littlefield, 8075 Bolinas Place, Seavast, Md. 20783
Rutgers U. Press, 205 Church Street, New Brunswick, N.J. 08901
Yonkers AD&M Press, 205 Church Street, New Brunswick, N.J. 08901
U. of Chicago Press, 530 North Dearborn Street, Chicago 60610
U. of Hawaii Press, 2840 Kalanianaʻolani Street, Honolulu 96822

U. of Iowa Press, 524 S. State St., Iowa City, Iowa 52242
U. of Massachusetts Press, Box 426, Amherst, Mass. 01004
U. of Michigan Press, P.O. Box 1104, Ann Arbor, Mich. 48106
U. of New Mexico Press, Albuquerque, N.M. 87131
U. of Pennsylvania Press, 318 S. 34th Street, Philadelphia 19104
U. of Texas Press, Box 7823, Austin, Tex. 78713
Wiley, 605 Third Avenue, New York 10016

Blackwell Publishers, 464 page; \$39.95). A study of Henry James. The American and the English. The Legend of Constantinian Palaeologus, Last Emperor of the Romans, by Leonard M. Nardelli. 240 pages; \$39.95. Discusses the Byzantine emperor who was killed when the Ottomans forces conquered Constantinople in 1453; describes the various myths that developed about the circumstances of his death, including the notion that he would be resurrected by an angel to drive on the Jews.

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Scholarship

Blackwell Publishers, 208 page; \$34.95 hardcover, \$17.95 paperback. Examines the historical, philosophical, and sociological debates about the nature and value of reason.

A Different Sort of Time: The Life of Jaroslav R. Zicharsky, by Jack S. Goldstein (1991). 373 pages; \$35. Describes the American physicist's major role in science policy and science education reform in the post-World War II era.

Solomon as Public Culture: Chemistry and Enlightenment in Britain, 1780-1820, by Jon Galloway (Cambridge University Press, 330 pages; \$34.95). Edition of three novels by the English writer, The Home Plot, Woman, Writing, and Donatello Ruffin, by Ann Roman.

Science and the Decline of the Civil Life of the Enlightenment, by William Colling, Joseph Black, Joseph Priestley, and Thomas Black.

Arguments of Augustine Will, by John Sitter (Cambridge University Press, 200 pages; \$44.95). Examines the intellectual significance of Will in the work of such English writers as John Dryden, John Galsworthy, and Matthew Arnold.

Miller Campbell: "Reasoning" and the Abolition of the Slave, by Michael Andrew Bergstein (Princeton University Press, 200 pages; \$29.95). Discusses the tendency

to "heroize" outlaw, rebel, or apostle figures who civil home on society; texts discussed include classical Latin satires, works by Diderot, Diderot, and Collette, and the courtroom testimony of Charles Manson.

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FELLOWSHIPS, REQUESTS FOR PROPOSALS

ANNENBERG RESEARCH INSTITUTE

Post Doctoral Fellowships 1993/94

Application Deadline November 1, 1992

The Institute invites applications from scholars engaged in advanced research in Judaic and Near Eastern Studies, the latter including pre-Christian, Christian, and Islamic history and culture, from ancient to modern times.

Any topic within these fields may be proposed. For academic year 1993-94, the main topic of investigation will be:

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What relationships exist between law and spirituality as aspects of a religious tradition? To what extent, and how, do these elements define the nature of religious civilization? How do they determine the relationships within and among cultures, religions, and societies?

Preference will be given to projects relevant to this topic, although others may be considered.

Stipend amounts are based on a Fellow's academic standing and financial need, with a maximum of \$45,000 for the academic year. A contribution may also be made towards travel expenses.

Awards will be announced January 15, 1993.

For application material and further information, write to:

Secretary, Fellowship Program
Annenberg Research Institute
420 Walnut Street
Philadelphia, PA 19106
(telephone) 215-266-1290; (fax) 215-228-1840
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United States Agency for International Development
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REQUEST FOR PROPOSALS FOR

Scientific Collaborative Research Opportunities in India, 1993

Opportunities for U.S. scientists to conduct collaborative work with Indian scientists in India will be available in 1993 and the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Sciences, Materials Science, Microelectronics, Meteorology, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution.

U.S. scientists will receive round-trip air travel from their home institution to the research site in India, a stipend allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 15, 1992.

For application and proposal guidelines, please contact:
Jennifer M. Donahue
Academy for Educational Development
1235 23rd Street, N.E.
Washington, D.C. 20037
Telephone: (202) 862-1800

Visiting Scholar Fellowship Competition

1992-1993

The Social Science Research Council Committee on International Peace and Security announces a fellowship for Visiting Scholar.

This three-month fellowship allows scholars, journalists, public servants, lawyers, and others to pursue research on innovative topics in international peace and security studies at the Kellogg National Fellowship Program centers outside their home regions in 1992-1993. Fellowships are offered to African, Eastern European, and Central European scholars and researchers who are resident in the countries of these regions.

Fellowships encourage junior scholars and others who can demonstrate comparable research experience to expand their participation in research and discussions on the security implications of worldwide cultural, military, social, economic, environmental, and political changes. The competition is designed for scholars in the first seven years of their postdoctoral careers and other eligible applicants at an equivalent stage. The competition gives strong priority to those who have not previously had the opportunity to study outside their home regions.

Fellowships will cover round trip economy airfare, institutional fees, and a modest stipend. Fellowship awards will not exceed \$10,000. For application materials and additional information contact: The Program on International Peace and Security, SSRG, 65 Third Avenue, New York, NY 10158 USA. (212) 661-0280. FAX (212) 370-7856. Deadline for applications:

NEW SCHOLARLY BOOKS

Continued From Previous Page

Gendered Metaphysical Physics, by Daniel Gauthier (University of Chicago Press, 198 pages; \$60). Hardcover, \$23.95 paperback. Focuses on the French philosopher's concepts of matter and motion.

Entertainment: The Logic of Relevance and Modality, Volume 2, by Alan R. Anderson, Nuel D. Beltrami, Jr., and Michael Dunn (Princeton University Press, 284 pages; \$75). The second and final volume in a study of "relevance logic."

A History of Buddhist Philosophy: Continuity and Discontinuity, by David J. Kalupahana (University of Hawaii Press, 314 pages; \$16). Hardcover, \$14.95 paperback. Describes tensions between absolutist and anti-absolutist schools of Buddhist thought.

The Intellectual Virtues and the Life of the Mind: On the Place of the Virtues in Contemporary Epistemology, by Jonathan L. Kvanvig (Kluwer & Lilliefeld, 180 pages; \$39.50).
Virtues: Political Writings, edited by Anthony Paden, translated by Jeremy Lawrence (Columbia University Press, 350 pages; \$59.95). Hardcover, \$18.95 paperback. Includes previously untranslated works by the Spanish Thomist philosopher Francisco de Vittoria (1483-1546).

POLITICAL SCIENCE

Algerian Reflections on Arab Cities, by Ali H. Kuz, translated by Robert W. Shawley (Center for Middle Eastern Studies, distributed by University of Texas Press, 116 pages; \$8.95). Translation of an Algerian social scientist's essays on such topics as the rise of Islamic political parties.

Related Faculties: Labor, the Law, and Liberal Development in the United States, by Karen Orren (Cambridge University Press, 280 pages; \$49.50). Hardcover, \$15.95 paperback. Identifies vestiges of feudal social structure in the American founders' concepts of the relationship between master and servant.

Improvements: The Politics of Alternative Development, by John Friedman (Blackwell Publishers, 216 pages; \$44.95). Hardcover, \$19.95 paperback. Argues that development policies should not be based on problems of material poverty to encompass issues of political, social, and psychological powerlessness.

Respending the Frontiers: Superpowers Intervention in the Cold War, by Karen A. Pele (Praeger Publishers, 216 pages; \$45). Analyzes patterns of U.S. and Soviet intervention in economic conflicts around the world.

George F. Kennan and the Making of American Foreign Policy, 1947-1950, by Wilson D. Miscamble (Princeton University Press, 432 pages; \$35). Describes the American diplomat's activities and influence as head of the State Department's Policy Planning Staff during the Truman Administration.

How Politics Changed: The Japanese Government and the Aging Society, by John Craton Campbell (Princeton University Press, 420 pages; \$39.50). Traces the development of Japan's elaborate system of pension, health-care, employment, and social-service programs for older citizens.

Modernity and American Foreign Policy: The Role of Ethics in International Affairs, by Robert W. McElroy (Princeton University Press, 216 pages; \$24.95). Focuses on U.S. aid to the Soviet Union during the famine of 1921, U.S. bombing of Dresden in World War II, President Nixon's policy shift on biochemical weapons production in 1969, and the signing of the Panama Canal Treaty in 1979.

The Native Son Presidential Candidates: The Carter Vote in Georgia, by Henry Wotton, Jr. (Praeger Publishers, 224 pages; \$42.95). Discusses electoral support for Jimmy Carter in state and national elections in Georgia, and considers his post-presidential role in the 1984 Reagan-Bush election.

Political Participation and Democracy in Britain, by Gernot Pury, George Meyer, and Neil D. Campbell (Cambridge University Press, 504 pages; \$54.95). Hardcover, \$24.95 paperback. Examines levels and patterns of political participation in Britain, based on a survey of nearly 3,000 people.

The Soviet Administrative Elite, by Kenneth C. Palmer (Praeger Publishers, 220 pages; \$49.95). Analyzes the composition of the Soviet political elite from 1917 to 1990, draws on biographical and archival data on more than 1,500 high-level leaders.

POPULAR CULTURE

Conical Culture: The Treating of Taste in America, by James H. Towse (Columbia University Press, 320 pages; \$24.95). Hardcover, \$14.95 paperback. Shows how changes in publishing, film making, and television programming since the 1960's have affected cultural judgments about what is vulgar.

PSYCHOLOGY

Final Solutions: Biology, Prejudice, and Genocide, by Richard M. Lerner (Pennsylvania State University Press, 253 pages; \$19.95). Presents an alternative to biological determinism and cultural determinism as frameworks for the understanding of behavior.

Integrity in Depth, by John Beebe (Texas A&M University Press, 174 pages; \$19.50). Considers psychological, theological, philosophical, and other perspectives on integrity, and considers

how psychotherapy can promote that quality in an individual.

PUBLIC POLICY

Scientific Literacy and Environmental Policy: The Missing Prerequisite for Sound Decision Making, by Dorothy J. Howell (Quorum Books, 200 pages; \$45). Argues that environmental policy makes no sense to special interests when the realities of scientific innovation.

RELIGION

Jewish Lore in Manichaean Cosmology: Studies in the "Book of Giants" Tradition, by John C. Reeves (Hebrew Union College Press, distributed by Behrman House, 260 pages; \$49.95). Draws links between the motifs of Jewish Esoteric literature and the cosmology of the Persian prophet Mani, the third-century founder of Manichaeism.

The Unauthorized Version: Truth and Fiction in the Bible, by Robin Lane Fox (Alfred A. Knopf, 478 pages; \$27.50). Discusses the authors, compositional history, historical accuracy,

and internal textual inconsistency of the Bible.

SOCIOLOGY

Adoption, Race, and Identity: From Infancy Through Adolescence, by Rita J. Simon and Howard Adelman (Praeger Publishers, 240 pages; \$45). Examines racial identity and social interaction among non-white children adopted by white parents; draws on a longitudinal study that began in 1975.

Global Development: Post-Materialist Values and Social Practice, by Irit Mohon (Praeger Publishers, 152 pages; \$39.95). Includes a comparative analysis of social development in Germany, India, and the United States.

Power at Play: Sports and the Problem of Masculinity, by Michael A. Messner (Beacon Press, 240 pages; \$23). Examines the relationship between sports and masculine identity in the lives of 30 male former athletes.

THEATER

The Jamaican Stage, 1865-1900: Profiles of a Colonial Theatre, by Errol Hill

University of Massachusetts Press, 300 pages; \$30). A combined study of British colonial theater in Jamaica, the festivals, rituals, and other performance forms of the island masses.

The New Woman and Her Sisters: Fiction and Theatre, 1880-1910, edited by Vivian Gardner and Susan Latta (University of Michigan Press, 264 pages; \$39.50). Includes essays on recreations of the "New Woman" in British theater, opera, film, and other forms of popular culture.

Richard's Himself Again: A Stage History of "Richard III," by Scott Collier (Greenwood Press, 256 pages; \$8.95). Analyzes interpretations of the play in major English and American productions of the play since the 1900's.

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Personal & Professional

Professor Did Not Adequately Attribute Material in Book, History Group Says

Association stups short of a finding of plagiarism

By DENISE K. MAGNER

WASHINGTON
In an eagerly awaited action, the American Historical Association has found that Stephen B. Oates failed to adequately attribute material he used in his highly popular biography of Abraham Lincoln.

Mr. Oates, a professor of history at the University of Massachusetts at Amherst, has strongly denied allegations of plagiarism surrounding his 1977 book *With Malice Toward None: The Life of Abraham Lincoln*. The book is considered the standard one-volume biography of Lincoln.

Mr. Oates and the AHA decision "was not a censure of any kind." His critics disagreed with that assessment.

After a months-long inquiry, the AHA last week milled a two-page statement of its finding to Mr. Oates and to five academics who had lodged complaints with the association accusing him of plagiarism.

'Appropriate Acknowledgment'
The association made no formal finding of plagiarism, but concluded: "Stephen Oates's account of Lincoln's early years in *With Malice Toward None* is derivative to a degree requiring greater acknowledgment of Benjamin Thomas's earlier biography of Lincoln."

The statement continued: "The Association recognizes Mr. Oates's original contribution and style but concludes that he failed to give Mr. Thomas sufficient attribution for the material he used."

Scholars need to attribute their sources in scholarly writing and in popular books, the AHA statement said. "It is outrageous," it recommended that "many future editions of Mr. Oates's *With Malice Toward None* include appropriate acknowledgment of Mr. Thomas's *Abraham Lincoln*."

Mr. Thomas's book, *Abraham Lincoln: A Biography*, published in 1952, was viewed as the standard text on the 16th president until Mr. Oates's book appeared. (Mr. Thomas died in 1956.)

Mr. Oates issued a statement saying he was "delighted" that the group had made a finding of plagiarism, but "disappointed" that it "then rendered a 'finding' on an altogether different matter: what constitutes 'appropriate attribution of sources' in a work aimed at a general audience."

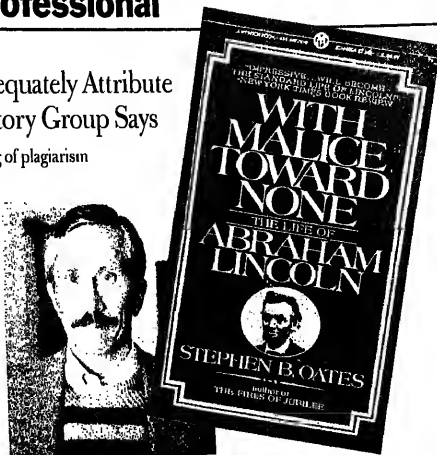
"There are no guidelines for what is sufficient acknowledgment of sources in popular biographies and histories," he said in his statement. "Thousands of such works, including a great many on Lincoln, have been published with no footnotes and no bibliographies at all. In my view, the AHA should not be passing judgment on an area of historical writing devoid of any recognized standard."

Critics of Mr. Oates offered a different interpretation of the AHA's decision. "I'm pleased that the AHA has seen fit to rebuke Professor Oates," said Michael Burlingame, an associate professor of history at Connecticut College and one of those who had accused Mr. Oates of plagiarism.

He and some other academics, however, accused the AHA of waffling and avoiding what many of them called "the P-word." They suggested that the association had steered clear of a formal charge of plagiarism for fear that Mr. Oates would follow through on his previous threats to sue the association and his accusers.

"I'm a little puzzled that plagiarism is not the specific judgment that they reach, even though it seems to be the spirit of their conclusion," said Cullom Davis, a professor of history at Sangamon State University and another of the five who complained to the AHA.

Divisive Battle
The controversy illustrates the growing debate—some would say confusion—over what constitutes plagiarism and how to deal with it. It has been an especially divisive battle, with Mr. Oates accusing the



Stephen B. Oates, author of a biography of Lincoln: "The AHA should not be passing judgment on an area of historical writing devoid of any recognized standard."

tribution and style but concludes that he failed to give Mr. Thomas sufficient attribution for the material he used."

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Personal & Professional

SPECIAL REPORT

Graduate & Professional Education

JULY 16, 1992

Get an insider's view of the current issues surrounding African, Hispanic, Native and Indian American participation in graduate and professional education.

Topics and issues will include:

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Using Technology to Lure Students Into Chemistry

Continued From Preceding Page. the future in teaching chemistry," Mr. McFadden says.

Boston College's chemistry program has about 950 undergraduates. Most are taking the subject to satisfy general-education requirements, or prerequisites for majors in such fields as biology, nursing, and pre-med. About 41% of the undergraduates are freshmen. Fewer than 20 of those are chemistry majors.

Computer-Based Experiments

In the new chemistry center, freshmen take their lab courses in a facility equipped with 111 Apple Macintosh machines. Students conduct their experiments on special benches with instruments connected to computers. The computers analyze data and display them in a screen.

This year students performed just two computer-based experiments, one to find the temperature of solution and the other to determine the degree of acidity or alkalinity. Lynne O'Connell, director of undergraduate laboratories, says a third experiment—for amount of light absorption—should be ready sometime next year.

For the temperature experiment, Ms. O'Connell explains, students measure the amount of heat released when an acid is neutralized with a base. Students have two cups with different solutions—one acid and one base. They put a temperature probe, attached by cable to a computer, into one cup and pour in the solution from the other. The reaction appears on the

computer screen as a graph, with a line that moves from the lower left-hand corner to the upper right-hand corner.

Using a similar procedure, students measure the change in pH as an acid is neutralized with a base.

Again, the reaction appears as a graph on the computer screen. "Before we had the general-chemistry lab, students would take their data, go home to do their calculations, and plot graphs on paper to come to some conclusions," says Robert F. O'Malley, a professor emeritus who teaches a course called Chemistry in Society. "Now, they can put data in the computer and the computer does the calculations before they leave. The students like that," he says.

The computers are linked to each other on a network and to two 25-inch wall-mounted video monitors. The network lets professors perform a demonstration at one lab bench and display the experiment on the monitor for the entire class to see.

'A Lasting Impression'

A computer-instruction laboratory equipped with 16 IBM personal computers and six Macs introduces students to chemical reactions they would not otherwise see. Using interactive videodisks, students can simulate experiments that are either too hazardous or too expensive to undertake in the chemistry lab.

For example, says Evan R. Kuntz, an associate professor, students can choose different elements and see what happens when they are combined. "With some elements, when you mix A with B, you get an explosion," he says. "Sodium in water burns and may explode, depending on the size of the piece. Students see things you can just tell them about

in class but can't demonstrate. That leaves a lasting impression." Faculty members are also using the instruction lab to teach students how to write professional reports.

"Students work in the general-chemistry lab," Mr. McFadden says. "Then they go to the computer lab, where they use word processors to write reports with graphs. They are learning to do the professional reports they will need to do in professional labs."

Advanced Graphics Program

The chemistry faculty deliberately put its Macintosh equipped with an advanced graphics program in the instruction lab. The visualization program is designed for researchers who want to create molecules and see what they look like before making them in the laboratory.

"Although this is a research-level program," says Mr. Sardiella, "we put it in the same room with the undergraduate programs so students will see the more elaborate material that is available to them."

While this year was "learning year," professors predict that next year will be "a shake-out and refinement year," as one of them puts it.

Only about half the faculty members have experimented with computers, Mr. Kantowitz says. "Faculty are on their own as to how to design their courses. It is up to them if they want to use computers. Some people have taught certain courses certain ways, and they think that is the best way."

He continues: "We have to learn by using technology what parts are good for us and what parts aren't." This year, when we assigned students to do lessons in the instruction lab, we found that the first five lessons took one hour and the second five took three hours. We had to learn how much time each lesson took. Now we know."

Extra Points for Lab Work

When students refused to use the computer-instruction laboratory, faculty members tried bribes.

"For a while we told students, 'If you complete all the lessons, you will get two extra points.' Medical students are exquisitely sensitive to that," Mr. Sardiella says. "But we decided that was not the best way to get them into the lab, so we stopped. Use of the lab dropped off."

Udayan Mohanty, an associate professor of theoretical chemistry, speculates that students need additional incentives. "Students look on the computer as a help, not as part of the class," he says. "It has to be integrated into the curriculum, and a course has to be upped from three to four credits. Students think the computer lab is too much work unless they get more credit for it."

Actually, says Mr. Mohanty, he isn't sure how much time students should spend with computers. "There has to be a balance between computers and real experience in the lab and the lectures," he says. "Students' feeling for numbers and for chemistry is very small, so they need lots of hands-on training. Computers can't do that."

The Learning Society: All Chalk—No Action

By Donald R. Gifford, Ph.D.
Apple Computer, Inc.



It's funny how a piece of historical trivia can spark a dialogue about serious subjects. For example, the blackboard was first used by a teacher in 1823 at Bowdoin College in Maine. Fifty years ago, Arthur Levine slipped this fact into his *Handbook on Undergraduate Civildium*. Ernest Boyer was obviously taken with this bit of lore: He cited Levine's claim in his 1987 book *College: The Undergraduate Experience in America*. Boyer calls the introduction of the blackboard a "sign of the times"—and not a good sign, at that—associated with enlarged college classes, the rise of the lecture course, and the decline of oral recitation and disputation as the central strategies for college instruction.

More recently, Peter D. Relic, president of the National Association of Independent Schools, reported this famous "first" once again, citing both Boyer and Levine. He used it to begin a commentary in *Education Week* (October 2, 1991) titled "Back to the Blackboard."

The first scratching of chalk on an oversized slate board was a truly historic moment, Relic says, because, "In the 19th century version of the American education revolution, a true test of success will be how well teachers learn to use the blackboard, whatever its color."

I've read many attacks on educational technology, but Relic's is unique. He never mentions the computer; instead, he elevates the blackboard to an equally lofty status.

"The teacher who writes on the board is thinking about communicating with children," he tells us. Well, maybe she is, and maybe she isn't. Just as the teacher who uses the computer may or may not be racking her brains about how to get through to disengaged youngsters.

Relic is right when he says that creative, confident teachers, well schooled in content areas as well as pedagogy, are the key to better education. He's right when he says (quoting Ed Meade) that technology is most useful as a resource in teachers. But he's dead wrong when he argues that the blackboard—a relic of the early nineteenth century—is the tool of choice for preparing students for the twenty-first century.

Of course a chalkboard can do great things with a piece of chalk. But in most cases, great board notations have to be aimed at the "average" student. Students who work more slowly, and those who are less visual, may still be struggling to make sense of those notes as they are erased in making way for new material. Meanwhile, those who work faster are doodling in their notebooks.

And all the chalk in the world won't help a teacher animate a biochemical reaction, or re-create the midwestern experience of a ritual gift exchange in New Guinea. In these contexts, the blackboard is all chalk, no action.

My point is not to erase the blackboard from American education. Certainly it has its place. Rather, I want to send this message: As we debate the value of computers in the classroom, let's not get polarized. No educational technologist will deny that creative, well-prepared teachers are the key to more effective instruction.

But we must be realistic about the setting in which most teachers now work. As budgets are slashed at every level, from primary to graduate schools, classes are growing and workloads are becoming impossible. Teachers everywhere are more eager than ever to make the best possible use of their time, and in use every available resource to meet their students' needs.

The multimedia programs now available are wonderful resources for teachers. Here's a case in point: Dr. C. Carl Jaffe, a professor of diagnostic radiology at Yale University's medical school, was frustrated about the amount of time he was spending teaching each new resident how to interpret ultrasound images of aging hearts.

"My time was very inefficiently used because I repeated myself every month," Dr. Jaffe complained.

So he worked with a Yale programmer to create a multimedia application for the Apple Macintosh computer. New residents now work independently at the computer at their own convenience. They click the computer's mouse to select a particular diagnosis and see a video clip showing how the heart of a person with that disease would appear on the ultrasound machine. By clicking a stethoscope symbol on the computer display, residents can also hear the recorded heartbeat associated with that particular condition. Then a text built into the application asks residents to make diagnoses based on unidentified video clips.

"Now, when new residents arrive," says Dr. Jaffe, "I tell them to use the computer program and come back to me when they talk my language."

Very soon, new learning systems will enable students to work at their own pace and get feedback exactly when they need it. Thanks to advances in making digitized video available on networks, a student trying to work out a genetics problem will be able to summon immediate help in the form of a brief video presentation. I call this "just-in-time coaching." And in some cases, that two or three minutes of on-screen coaching may very well feature a great teacher going through the problem at—you guessed it—a blackboard.

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MELANGE

Intellectual Isolation; Bush's Presidency; a Writer's Chief Enemy; Neglected Youth

AFTER DECADES of rapid expansion, universities and colleges have found themselves with educational and research programs that have grown by accretion, almost always overreaching available resources. Now, when difficult choices and pruning of programs are necessary, the collegial community of scholars finds itself in disarray largely because of the growth and specialization of scholarship and the competitive funding system. The excessive separation of disciplines has been stabilized and perpetuated by external professional societies. Teaching has been devalued in comparison to research, further dividing the faculty.

Thus, educational and financial decisions are being made with ever increasing difficulty in a state of universal threat a collegial framework.

We hear much these days of how ideas of political correctness distort debates on campus and threaten the heart of the university. . . . Issues such as political correctness seem to me much less threatening to the future of the university than the intellectual isolation of its scholars, the separation of the humanities from the sciences, and even of one science from another. Add to these concerns tensions between graduate and undergraduate education, as well as between scholarly isolation and responsiveness to the external community, and one has the bulk of a fundamental challenge to the future of the university.

—Samuel O. Thier, *president of Brandeis University, in his inaugural address*

BUSH . . . committed his presidency to a method of seeking legislation that disdains public debate over important policy ends, relying instead on private meetings aimed at producing a Washington consensus. One problem with this method of governing is that, in the absence of a clearly defined public position, presidential tend to resort to strategies of inaccessibility that seldom lead to satisfying results, whether for the president, the political "process," or the nation. . . .

The most important domestic policy issue facing the country remains: How much taxation and how much government do we as a people really want? And, reluctantly, which government policies best contribute to economic growth? . . . The nation could use the leadership of a president who does not scorn politics in the best sense of that word but is willing to fully use the office he holds by framing rational lines of debate.

—Terry Eastland, *resident fellow at the Ethics and Public Policy Center, in the spring issue of Policy Review*

ONE of the hardest lessons for graduate students in creative writing is to learn that their chief enemy, their chief obstacle, their chief problem, is themselves. Asked for advice by someone who described himself as "a struggling writer," Isaac Bashevis Singer packed his response into two trenchant

words: "Stop struggling." Learning how to work from within yourself, without worrying about what you will encounter, is painfully difficult. It is also crucially important.

The difficulty can, I think, be summed up in one word: fear. Writers who have not yet found themselves, found their voices, found their subjects and their true stances, are usually writers who are afraid of what they will find. There is thus a special kind of vulnerability to the writer, of course there is to all artists. In order to be open to themselves, in order not to be afraid of whatever hoiks and bubbles up from within, they have to keep themselves aware of and accessible to every kind of thought and emotion. To block anything may be to block everything, so it all has to be allowed.

This is easy enough to say, but hard, and usually painful, to accomplish. No one can do it all the time; only the strongest can keep it up through all the long years of a full artistic life.

—Horton Ruffel, *professor of humanities at the University of Southwestern Louisiana, in Artist At Creativity, the University, and the World, published by the Pennsylvania State University Press*

WE TALK TOO MUCH these days about youth being our nation's future, and about the tragic and costly consequences, both social and economic, if we do not nurture, train, and teach them better.

But it's one thing to talk about these issues in the abstract, another to commit ourselves to sustained efforts to help the young black woman with no formal skills languishing in a group home because her family has disappeared into the nightmare world of rock cocaine, or the poor-white kid who has been brought to the Hall (in public juvenile facility) after poaching his brain with gasoline fumes and who is desperately afraid he won't be able to handle his drug problem by himself on the "outs."

That we do not seriously address these needs reflects, in part, the dismal, predictable fiscal starvation of public agencies in general and youth services in particular. But beyond that, the systematic neglect of the kids inside betrays our pervasive belief that most of them are undeserving or expendable or both.

"They can keep getting you in here where they don't have to deal with you," Nick says, and he cannot be altogether wrong. There is a part of our national psyche that would rather put a boy in prison for not going to school than make a serious effort to teach him how to spell.

—Elliott Currie, *research associate of the Institute for the Study of Social Change and lecturer in the legal studies program at the University of California at Berkeley, in Dope and Trouble: Portraits of Delinquent Youth, published by Pantheon Books*

Scholarly Articles Should Be Treated as Valuable Property

Continued From Preceding Page

and disagreements about fair use that sometimes are resolved only in court, everyone in higher education must understand how these commercial arrangements work and how they might be changed to strengthen scholarly communication.

Universities and government agencies that support university research pay investigators to create new knowledge. The resulting intellectual property that takes the form of new products is patented by universities. Universities regard their ownership rights in those patents as essential to assuring that benefits of the new knowledge are returned to the public, to the researcher, and to the university itself.

Most of the rest of the intellectual property that researchers "create" at universities can be copyrighted by the institutions as work done for hire, but this is rarely done. Explicitly or implicitly, universities allow researchers to make any use they wish of their work. Scholars routinely use that freedom to give their copyrights

large profits, expend existing journals, take over the publication of not-for-profit journals, and create new publications. These publishers have established near-monopolies on publications in some disciplines.

The result for academic libraries in the United States has been years of double-digit cost increases for a small number of high-prestige journals. Those subscriptions now add up a large part of libraries' budgets, eroding spending for other parts of libraries' collections and for other services, such as helping students and faculty members to use electronic information fully and effectively. The power of some publishers to skew library spending threatens the entire system of scholarly communication.

What changes might be made to protect scholarly communication? Some experts believe that research universities should de-emphasize the "quantity" of a scholar's publications when they award promotions. But a more powerful response lies in the commercial realm: The commercial value of copyrights must be recognized and managed as a university resource. Universities can manage copyrights as well as to change marketplace conditions that are unfavorable to scholarly communication.

Those who control copyrights control scholarly communication, as the English

"The power of publishers to skew library spending threatens the entire system of scholarly communication."



to journal publishers. Researchers disregard the economic value of their articles in return for the freedom to place them in the most prestigious journals possible. (They rarely do this with book copyrights because they see more clearly how they can benefit financially from their books.)

JOURNAL PUBLISHERS want the copyrights of articles they publish, because copyrights result in royalty income. Legal restrictions on reproducing copyrighted material also help insure subscription income. The royalty and subscription income pays for editorial costs, production and distribution costs, and capital costs, including the expense of publishing commercially unsuccessful titles.

University libraries are a principal source of subscription income for scholarly publishers. It is ironic that by subscribing to journals, libraries in effect buy back the scholarship that university faculty members have created and given away. Because publishers hold the copyrights of the material that libraries need, libraries have little choice except to pay rapidly rising subscription prices or not subscribe at all.

A number of factors account for the steep price increases in recent years, including the long-term fall in the value of the dollar against foreign currencies; higher per-issue costs resulting from greater specialization and shorter press runs; and increased scholarly output, requiring larger issues of journals than in the past. Furthermore, for-profit publishers have charged extraordinarily high prices to generate

professor who "unpublished" his article discovered to his chagrin. We propose that universities retain part of that control. Under our proposal, university administrators and faculty members would agree that journal articles are work done for hire, as they already have been for work resulting in patents. Faculty members would continue to give the copyrights of their articles to any journal publisher they wished, but they would retain the right to publish elsewhere. There would be one change in existing practice: When the author and the university agreed to give the copyright to the publisher, they would explicitly give non-profit organizations the right to copy the articles in response to specific requests for them. Faculty members would not transfer the copyrights of articles written as work for hire to any publisher unwilling to accept that condition.

We anticipate the following results if our proposal were adopted:

■ Copyright restrictions would no longer apply to non-profit libraries that wanted to reproduce university-generated scholarship. Universities would retain the ownership right—that of copyrighting—that makes it possible to use material beyond other libraries. Besides saving royalties, students and faculty members would be able to drop their subscriptions to infrequently used journals.

■ Journal publishers would no longer be selling subscriptions to a captive market. The market for journals thus would be competitive, with prices more dependent on factors that actually enhance the scholarly communication, such as the quality of the research available in particular journals. In a more competitive market,

OPINION

the prices for some journals might decrease. ■ Subscription costs for some journals would increase, because fewer libraries would be able to depend instead on interlibrary loans to obtain journals. The pressure to publish in journals with rising and falling circulation would reflect a rationalization of the marketplace. ■ Some material may not get published—acceptable, even a welcome, result if no viable market exists for the work.

Of course, universities can continue to insure the publication of worthy material by subsidizing university presses. Universities might even funnel more money into their presses if the money their libraries now pay to commercial publishers could be redirected to university-

published scholarly journals. Change is always problematic, especially when it does something as fundamental as publishing as copyrights. Since faculty members tend to resist administrative interference, they probably will resist

LETTERS TO THE EDITOR

Questioning the History of Western Civilization

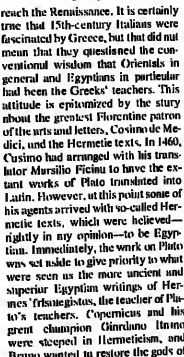
THE EDITOR: In her essay on what she sees as a disorienting threat to the Renaissance ("Afrocentricism Poses a Threat to the Renaissance Tradition," *Point of View*, May 6), Mary Lefkowitz says that I have written an "in one before 1600" about the Greek civilization and philosophy (that been) "derived from Egypt." She goes on to state that my essay is "a case of 'historical authority'" and that it is "accepted because it is 'unlike the ancient world' and does not contradict the ancient world to question it."

The last point is absurd. I have not made any argument to dozens of readers containing classics and modern historians throughout the United States and elsewhere. Furthermore, in 1989, Volume 1 of *Black Athena*—in which such claims are made—received the honor—unique for the work of a non-classicalist—of being the topic of the presidential address of the annual meeting of the American Philological Association, the leading professional body of classicalists in this country. The preface of the book was later published in the *Classical Journal*.

As to the question of my argument being made without "even a remote claim to authority," I spend a considerable portion of Volume 1 of *Black Athena* giving evidence to back this claim. For those who have not read the book, let me give a few examples of some people who do see Egypt as having played a central role in the development of Greek civilization. He-

rodotus maintained that Egypt had provided the core of Greek civilization. Plato believed that the Egyptian god Thoth, Thoth, had invented writing and all sciences. It should also be noted that I was generally acknowledged by Greek writers that geometry had originated in Egypt, and geometry was the centerpiece of Platonic education at the Academy. Aristotle maintained that mathematics had been developed by Egyptian priests because they had schools, a notion the Greek word's double meaning of "learning" and "learning" who believed the same, we

reach the Renaissance. It is certainly true that 15th-century Italians were fascinated by Greece, but that did not mean that they questioned the conventional wisdom that Orientals in general and Egyptians in particular had been the Greeks' teachers. This attitude is epitomized by the story about the greatest Platonic patron of the arts and letters, Cosimo de Medici, and the Hermetic texts. In 1460, Cosimo had arranged with his translator Marsilio Ficino to have the extant works of Plato translated into Latin. However, at this point some of his agents arrived with so-called Hermetic texts, which were believed—rightly in my opinion—to be Egyptian. Immediately, the work on Plato was set aside to give priority to what were seen as the most ancient and superior Egyptian writings of Hermes Trismegistus, the teacher of Plato's teachers. Copernicus and his great champion Giordano Bruno were steeped in Hermeticism, and Bruno wanted to restore the gods of



Egypt, for which, among other things, he was burned by the Catholic Church in 1600. I chose the cut-off date in 1600 because skepticism about the earlier wisdom of the Egyptians began to be expressed around this time. Nevertheless, belief that Egyptians had taught the Greeks did not stop at the date. . . . All in all, while it is difficult to prove a negative statement such as "no one doubted," there is abundant evidence that before 1600 Orientals in general and Egyptians in particular had been the teachers of the Greeks.

To return to Mary Lefkowitz's essay, I am not its only or even its chief target. She sees her major enemy as the Afrocentrists. At this stage, I

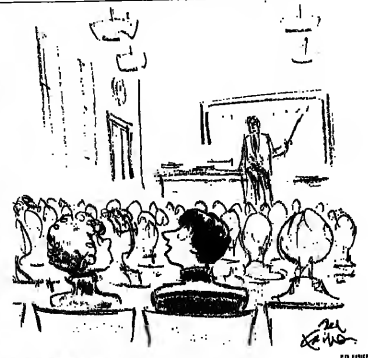
must apologize to readers of *The New Republic* because I am drawing an example used in a letter to her in that journal. However, I think the example is justified as she did not mention these points in her response.

Mary Lefkowitz points scorn on a "stolen legacy." While there is no doubt that they have been wrong on many particulars, as in the issue she cites of Aristotle's *On the Soul*, they are in fact tapping into a tradition of great antiquity and some validity. In the 1st century A.D., Neo-Pythagorean sage Apollonius of Tyana visited India. According to his biographer Philostratus, the Indians were surprised to find Apollonius virtuous because Egyptians had told them that they, the Egyptians, had established "all the sacrifices and rites on initiation that are in vogue among the Greeks," who were ruthless.

The idea that Greeks were taking aspects of Egyptian religion into came in a passage in the *Hermetica Corpus*. Philo of Byblos's writing around A.D. 100 claimed that Greeks had appropriated Phoenician and other ancient myths and had then imposed their versions or fictions on other peoples. In the 2nd century A.D., the Assyrian Christian Tatian argued that the Greeks had stolen Phoenician letters and Egyptian geometry and historical writing.

Such arguments are not implausible. We know that "Pythagoras" became a household name in the Near East more than a thousand years before the early, long before the time of Herodotus, when according to Aristotle, doxos, who according to Aristotle, was the first person to do so. "Archimedes' screw" was in use in Egypt centuries before the Greek scientist was born. It may be too emotional for academics, but the word "stolen" in such cases does not seem altogether inappropriate.

Now to the core of her essay: Mary Lefkowitz's claim that Afrocentrists are a threat to the European tradition. She admits that "many (Northern European) scholars in the 19th century over-emphasized the connections of the Greeks to Northern Europe, when they



THE CHRONICLE OF HIGHER EDUCATION

"So this 'Iliad' is a classic, right? Like Coke."

should have turned their gaze to the Egyptians and the Near East." I imagine that she would also concede that the causes of these biases were as she describes those of the Afrocentrists: "To recreate history in order to praise themselves or to devalue the achievements . . . of those peoples whom they regarded as their enemies."

The 19th-century scholars who did this were the founders of her discipline. Yet she sees Afrocentrists as a kind of subverters of rationality.

Like Mary Lefkowitz, I dislike both the Bureaucratic and the Afrocentric extremes, and I also suspect that the Greek historians, who as she writes, often saw good qualities in their enemies. This is in fact one of the chief reasons why I tend to prefer their views of history to those of modern scholars.

Finally, I think that Mary Lefkowitz is unnecessarily fearful when she attempts to link the fate of Western rationality to that of the conventional mode of classicist education. Western rationality did very well before and after the rise of a semi-divine and

pure Greece was formed. Indeed, much of European culture was created by people who had far more hostile attitude to ancient Greece than the most farouche Afrocentrist. Francis Bacon, for instance, saw Greece as the root of the philosophical system he was attacking: "The sciences which we possess come from the most part from the Greeks. . . . Now the wisdom of the Greeks was professional and much given to talk; a kind of wisdom most adverse to the inquisition of truth." He thoroughly disapproved of what he saw as such useless philosophies as Plato, Aristotle, Zeno, and Epicurus; even those Greek thinkers he thought less bad were, in his opinion, "not altogether free of the falling of their nation. . . . they are prompt to praise, but cannot generate for wisdom abundance in words but is barren of works."

For Bacon, the discoveries that helped humankind were made before the Greeks, and he argued that "when contemplation and doctrinal science began, the discovery of useful works ceased."

According to Isaac Newton, when considering atomic theory and heliocentricity: "The Egyptians were the earliest observers of the heavens and from them, probably, this philosophy

Continued on Following Page

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ation of student workers, creating a variety of projects and assignments, membership in cross-departmental projects and task forces. Required for consideration: serious experience with at least one of the supported platforms (two or more preferred) and Bachelor's degree or equivalent combination of education and experience. Customized service experience (not necessarily in computing or information services in a university setting) to highly desired. Knowledge of local and wide-range networking, and network resources, helpful. Apply only if you can handle simultaneous tasks successfully, can remain flexible in a bold change, work well as a team player as well as solo, strive for quality performance, recognize time pressure as a crucial factor, and gain enormous satisfaction from the work.

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Qualifications: Doctorate in psychology or counseling. Eight years' experience in a counseling agency and three years' administrative experience as director or assistant director level or as a program administrator with a counseling agency. Must be licensed or license eligible by the State of California.

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Applications: Send letter, résumé and names and telephone numbers of three references to Chair of Search Committee, Office of the Vice President for Student Affairs, 311 Boardhear Hall, Iowa State University, Ames, IA 50011. Applications will be accepted until position is filled.

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Program Manager for the Illini Union

University of Illinois at Urbana-Champaign

Applications are now being accepted for a Program Manager position for the Illini Union at the University of Illinois at Urbana-Champaign. The Program Manager is responsible for the management and coordination of the Illini Union's programs and activities. The position is a full-time, permanent position with a salary range of \$35,000 to \$45,000 per year. The position is located in the Illini Union building on the Urbana campus. The position is open to individuals with a minimum of a master's degree in a related field and at least five years of experience in program management and coordination. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty.

As an advisor to student volunteers, the Program Manager works closely with members of the Illini Union Board, providing them with input and direction on recruitment, personnel management, leadership development, program planning and administration, and on-site operations and program coordination. As a manager of programs and budgets, the Program Manager maintains complete records for all programs and activities, including financial records and personnel records. The Program Manager is responsible for the recruitment and selection of student volunteers, and for the training and supervision of these volunteers. The Program Manager is also responsible for the development and implementation of the Illini Union's policies and procedures. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty.

Minimum Qualifications: BA required, plus two years' experience in student activities programming as a student or professional and possession of a graduate certificate in multiculturalism. Experience in a college or university setting is preferred. Ability to relate to and work with diverse students is essential. Position to full-time with a starting date of August 3, 1992. Salary commensurate with experience. In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

Not Emmanuel, Chair
Program Manager Search Committee
University of Illinois
804 Illini Union
1401 West Green Street
Urbana, IL 61801
(217) 244-1122

Deadline for receipt of application materials is June 24, 1992 or until an acceptable candidate is identified. Persons of diverse backgrounds are encouraged to apply. The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

The Illini Union

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EMORY UNIVERSITY

Office of Greek Life

COORDINATOR OF GREEK LIFE

Intercollegiate Programs and Facilities

The Coordinator of Greek Life serves as the primary liaison between the Office of Greek Life and the various intercollegiate programs and facilities. The position is responsible for the coordination and management of all Greek life activities, including recruitment, registration, and the provision of facilities for these activities. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty.

Qualifications: A Master's degree in student personnel, higher education, counseling or related area is preferred. Bachelor's degree and minimum work experience, including at least one year of experience in Greek life activities, are required. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty. The position is open to individuals who are interested in working with a diverse group of students and faculty.

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SOUTHERN CONNECTICUT STATE UNIVERSITY

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DEAN

College of Library and Information Services

UNIVERSITY OF MARYLAND AT COLLEGE PARK

The University of Maryland at College Park invites applications and nominations for the position of the Dean of the College of Library and Information Services. The college offers a program leading to the M.L.I.S. degree, a two-year program leading to the M.A./I.S. degree, and a program leading to the Ph.D. degree. The college has a strong commitment to fostering the use and understanding of advanced information technology.

The position will be available after July 1, 1992; the starting date is negotiable.

The Dean is the chief executive officer of the college and reports to the President of the College of Library and Information Services. The Dean is expected to provide academic and administrative leadership, coordinate the mission of the college, facilitate the transfer of research, expand the resource base, and vigorously advocate the college within the university and to the professional community at all levels. The position is a tenure-track academic appointment.

An applicant for the position should present a record of achievement that includes demonstrated leadership, a commitment to collegial governance, a knowledge of library and information science education, an understanding of commitment in areas relevant to the college, and a commitment to non-discriminatory excellence.

The salary range is \$85,000-\$110,000.

The College Park campus, the flagship of the University of Maryland System, is located in a suburb of Washington, D.C., and is the site of Activities 1, the largest and most diverse campus in the system. For full consideration, please submit your application by September 15, 1992. Final letter of acceptance, including curriculum vitae, and names of references to:

Dr. Richard H. Hecox, Chair
CLIS Dean Search Committee
2000 Maryland Hall
University of Maryland
College Park, MD 20742-0101

The University of Maryland is an Equal Opportunity Employer. Women and minorities are encouraged to apply.



DEAN OF ADMISSION

Heidelberg College, a thriving liberal arts institution situated in Northwestern Ohio, seeks an experienced admission leader. The College has a historic campus of 110 acres located in the attractive city of Lima, Ohio. The College is noted for its commitment to both Europe and Asia, and boasts a strong faculty and student body.

The Dean of Admission will have at least five years of admission experience. The Dean will report to the President and will be a valued member of his cabinet. The pursuit of admission staff consists of five professional and three clerical positions.

Nominations and resumes should be sent to: Jeanne C. Cio, Vice President for Admission, Heidelberg College, Lima, Ohio 44803.

Heidelberg College is an equal opportunity, affirmative action employer.

Political Science Faculty position available. August, 1992. Responsibilities include teaching 12 lecture hours in American Government, Federalism, and Constitutional Law. Candidates should have a Ph.D. in Political Science, a strong research background, and a commitment to teaching. Salary is \$40,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Political Science, Heidelberg College, Lima, Ohio 44803.

Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

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LEES COLLEGE



Dean of Student Affairs

Reporting to the President, the Dean is responsible for all aspects of student life, student activities, and student advising and counseling programs. The Dean is also responsible for the development and implementation of policies, budgets, and planning activities for the college.

Lees College is a small, church-related Associate degree granting institution located in Jackson, Kentucky. The college is currently considering the possibility of a Bachelor's degree program in selected fields in a Two-Year program. The college is seeking a candidate who is committed to a changing environment. Considerable student contact is expected from the Dean's office.

QUALIFICATIONS: Candidates should have an advanced degree and a minimum of five years experience in student affairs administration. Review of candidates will begin June 12, 1992 and will continue until a successful candidate is identified.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Dean of Student Affairs Search
Office of the President
Lees College
Jackson, Kentucky 41339

Lees College is an Equal Opportunity, Affirmative Action Employer.

LEES COLLEGE



Dean of Academic Affairs

The Academic Dean is the chief academic officer of the college and reports directly to the President. The Dean is responsible for overseeing the planning, development, administration, and assessment of all academic programs and services.

Lees College is a small, church-related Associate degree granting institution located in Jackson, Kentucky. The college is currently considering the possibility of a Bachelor's degree program in selected fields in a Two-Year program. The college is seeking a candidate who is committed to a changing environment. Considerable student contact is expected from the Dean's office.

QUALIFICATIONS: Candidates should have an advanced degree and a minimum of five years experience in academic affairs administration. Review of candidates will begin June 12, 1992 and will continue until a successful candidate is identified.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Dean of Academic Affairs Search
Office of the President
Lees College
Jackson, Kentucky 41339

Lees College is an Equal Opportunity, Affirmative Action Employer.

COORDINATOR OF TECHNICAL SERVICES

LEARNING RESOURCES CENTER

DUTIES: Manage technical services department and implement a library automation system in a two-year state technical college. Responsible for the selection, development, and processing of all media formats. Manage the Learning Resources Center.

QUALIFICATIONS: A minimum of five years experience in technical services. A master's degree in library studies is preferred. A strong background in technical services and a commitment to a changing environment are essential.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Coordinator of Technical Services Search
Office of the President
Lees College
Jackson, Kentucky 41339

Lees College is an Equal Opportunity, Affirmative Action Employer.

FDU UNIVERSITY

FAIRLEIGH DICKINSON UNIVERSITY

UNIVERSITY DIRECTOR/DEAN OF CONTINUING EDUCATION

Fairleigh Dickinson University seeks a dynamic, entrepreneurial manager for its new position of Director/Dean of Continuing Education. The position involves overseeing the development and implementation of all continuing education programs and services.

QUALIFICATIONS: A minimum of five years experience in continuing education administration. A master's degree in education is preferred. A strong background in continuing education and a commitment to a changing environment are essential.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Director/Dean of Continuing Education Search
Office of the President
Fairleigh Dickinson University
Rutherford, New Jersey 07070

Fairleigh Dickinson University is an Equal Opportunity, Affirmative Action Employer.

Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

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DEAN OF BUSINESS SERVICES

Lees College is a small, church-related Associate degree granting institution located in Jackson, Kentucky. The college is currently considering the possibility of a Bachelor's degree program in selected fields in a Two-Year program. The college is seeking a candidate who is committed to a changing environment. Considerable student contact is expected from the Dean's office.

QUALIFICATIONS: Candidates should have an advanced degree and a minimum of five years experience in business services administration. Review of candidates will begin June 12, 1992 and will continue until a successful candidate is identified.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Dean of Business Services Search
Office of the President
Lees College
Jackson, Kentucky 41339

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Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

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CLARK ATLANTA UNIVERSITY

Dean of Student Affairs

(Search Reopened)

Clark Atlanta University invites nominations and applications for the position of Dean of Student Affairs.

The Dean of Student Affairs reports directly to the Provost/Vice President for Academic Affairs and provides leadership and management for all student affairs units and co-curricular activities. The Dean has overall responsibility for the Counseling Center, health services, career planning and placement, student activities and organizations, immovables, special events, residence life, and campus safety.

The Dean also has responsibility for the student judicial process and works closely with the faculty, the Board of Trustees, and other administrative offices.

Candidates must possess an advanced degree, preferably a doctorate, in student personnel administration/education, guidance and counseling or an appropriate academic area and at least ten years of demonstrated experience in the administration of student services at the college or university level. Strong leadership, management, organizational and interpersonal skills are essential. The University seeks an articulate and energetic individual who can work creatively with students, faculty, administrative staff and the general community.

Clark Atlanta University is a comprehensive residential institution with approximately 4,000 students pursuing degrees from baccalaureate through the doctorate. The University, formed by the consolidation of Clark College and Atlanta University, has a 120-year history of providing educational opportunities to students of diverse backgrounds.

Review of applications and nominations will begin immediately and will continue until a successful candidate is identified. Applicants must provide a letter of application, current resume and the names, addresses and telephone numbers of three references. These materials must be sent to:

Dean of Student Affairs Search Committee
Office of the Provost
Clark Atlanta University
James H. Beasley Drive at First Street, SW
Atlanta, GA 30311

Clark Atlanta University is an Equal Opportunity, Affirmative Action Employer.

SHIPPENSBURG UNIVERSITY

Assistant Dean of Admissions

Shippensburg University of Pennsylvania invites applications for the position of Assistant Dean of Admissions. The position involves overseeing the development and implementation of all admission programs and services.

QUALIFICATIONS: A minimum of five years experience in admission administration. A master's degree in education is preferred. A strong background in admission and a commitment to a changing environment are essential.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Assistant Dean of Admissions Search
Office of the President
Shippensburg University
Shippensburg, Pennsylvania 17257

Shippensburg University is an Equal Opportunity, Affirmative Action Employer.

Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

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THE UNIVERSITY OF CENTRAL ARKANSAS

Associate Dean of Students/ Director of Minority Affairs

The University of Central Arkansas invites nominations and applications for the position of Associate Dean of Students/ Director of Minority Affairs. The position involves overseeing the development and implementation of all student affairs programs and services.

QUALIFICATIONS: A minimum of five years experience in student affairs administration. A master's degree in education is preferred. A strong background in student affairs and a commitment to a changing environment are essential.

APPLICATION PROCESS: Applicants should send a letter, resume, and the names of three professional references to:

Associate Dean of Students Search Committee
Office of the President
University of Central Arkansas
Conway, Arkansas 72022

The University of Central Arkansas is an Equal Opportunity, Affirmative Action Employer.

Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

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DEAN OF THE SCHOOL OF MANAGEMENT

The State University of New York at Buffalo invites applications and nominations for the position of Dean of the School of Management.

The School of Management is the largest and most comprehensive campus of the State University of New York system. Recognized nationally and internationally for its quality undergraduate and graduate programs, the school is a leader in the field of management education.

The Dean of the School of Management will have overall responsibility for the school's academic and administrative programs. The Dean will also have responsibility for the school's financial and physical resources.

Candidates must possess a doctorate in management, business administration, or a related field. A minimum of ten years of experience in the administration of a school of management is required. The University seeks an articulate and energetic individual who can work creatively with students, faculty, administrative staff and the general community.

Clark Atlanta University is a comprehensive residential institution with approximately 4,000 students pursuing degrees from baccalaureate through the doctorate. The University, formed by the consolidation of Clark College and Atlanta University, has a 120-year history of providing educational opportunities to students of diverse backgrounds.

Review of applications and nominations will begin immediately and will continue until a successful candidate is identified. Applicants must provide a letter of application, current resume and the names, addresses and telephone numbers of three references. These materials must be sent to:

Dean of Student Affairs Search Committee
Office of the Provost
Clark Atlanta University
James H. Beasley Drive at First Street, SW
Atlanta, GA 30311

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FOR SALE

Computer Systems

Computer Furniture

Audio-Visual Equipment

Library Supplies

Library Materials

Groundkeeping Tools

Office Supplies and Fixtures

Athletic Equipment

And More

The equipment you're no longer using on your campus may be just the thing the business managers are looking for. Let faculty members at other institutions use the equipment you're no longer using on your campus. The Bulletin Board regularly, and our "For Sale" section will always start on the first Bulletin Board page.

The Chronicle's Bulletin Board is THE ACADEMIC MARKETPLACE

... and not just for jobs.

UNIVERSITY AT BUFFALO

State University of New York

Research/Engineering/Research Scientist. To provide technical support and research in the field of engineering and technology. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

Psychology Christian Doctoral Assistant. A research, teaching, and administrative position. The position involves working with students in the Department of Psychology, teaching, and administrative duties. Salary is \$20,000 per year. Resumes and references should be sent to: Dr. Robert J. Cio, Department of Psychology, Heidelberg College, Lima, Ohio 44803.

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DEAN OF STUDENT DEVELOPMENT AND RESIDENTIAL LIFE

Arizona State University

The University, located in the city of Tempe in metropolitan Phoenix, a cosmopolitan, culturally diverse area of approximately 25 million people, invites applications and nominations for the position of Dean of Student Development and Residential Life. ASU is a major research and multi-campus university composed of fifteen colleges, with a population of approximately 43,000 students.

RESPONSIBILITIES: Reports to the Vice President for Student Affairs and performs work related to planning, administration, and supervision of student development programming and residential life within Student Affairs.

DUTIES: Directing Residence Life's major functions, planning, development, and promoting residential environment; managing all phases of Residence Life's budgets; ensuring opportunities for student residential involvement in decision-making and advocacy support to residence hall and Greek student organizations; overseeing administrative and program support for University-approved Greek organizations; managing functions and units (such as student leadership and student organizations), overseeing the University Child Care Center, advising and assisting the Vice President for Student Affairs and other University administrators on all student development matters; supervising Student Affairs' research function; promoting the principles of affirmative action and equal opportunity.

MINIMUM QUALIFICATIONS: A Doctorate Degree in College Student Personnel, Higher Education Administration, or related field, plus a minimum of six years experience, consisting of at least three years of experience in the administration of a comprehensive Residence Life Department, and at least three years of progressively responsible line administrative experience in Student Affairs, or a Master's Degree in College Student Personnel, Higher Education Administration, or related field, plus a minimum of eight years experience, consisting of at least three years of progressively responsible line administrative experience in Student Affairs.

COMPREHENSIVE KNOWLEDGE OF: Student development, human development, and counseling, university housing organizational policies, practices, and educational opportunities; Student Affairs Administration; budget formulation, execution, and management; management and practice applicable to a large urban university. Skill in establishing and maintaining effective working relationships with on and off-campus constituencies; skill in written and verbal communications; also required.

COMPENSATION: Hiring range \$49,847-\$84,892 DOE. Position available July 15, 1992.

APPLICATION: Must be postmarked by June 12, 1992. Please submit full name and address of three professional references to the Employment Section, Human Resources Department, ASU, Tempe, AZ 85287-1403. JOW71910/AJVEE

ARIZONA STATE UNIVERSITY

Research/teaching faculty position in the Department of Psychology, College of Arts and Sciences, Arizona State University. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Psychology and a minimum of five years of research experience. The position is located in the Department of Psychology, College of Arts and Sciences, Arizona State University, Tempe, AZ 85287-1403. JOW71910/AJVEE

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PROVIDENCE COLLEGE

SCHOOL OF CONTINUING EDUCATION

Assistant Dean for Advising and Student Services

Providence College is a Roman Catholic four-year liberal arts college located in the heart of the Providence area. The School of Continuing Education is an integral part of the college, providing continuing education and support services to the college community. The Assistant Dean for Advising and Student Services will be responsible for the day-to-day operations of the school, including advising, counseling, and student services. The position requires a minimum of five years of experience in a similar position and a master's degree in a related field. The position is located in Providence, Rhode Island. For more information, please contact the Provost at (401) 863-1234.

Qualifications: A minimum of five years of experience in a similar position and a master's degree in a related field. The position is located in Providence, Rhode Island. For more information, please contact the Provost at (401) 863-1234.

Application: Please submit a resume and three references to the Provost at (401) 863-1234. The position is located in Providence, Rhode Island.

Salary: The salary for this position is \$45,000 per year. The position is located in Providence, Rhode Island.

Benefits: The position includes a comprehensive benefits package. The position is located in Providence, Rhode Island.

Equal Opportunity: Providence College is an equal opportunity institution. The position is located in Providence, Rhode Island.

Deadline: Applications should be submitted by June 15, 1992. The position is located in Providence, Rhode Island.

Contact: For more information, please contact the Provost at (401) 863-1234. The position is located in Providence, Rhode Island.

Address: Providence College, 100 Westminster Street, Providence, RI 02903. The position is located in Providence, Rhode Island.

Phone: (401) 863-1234. The position is located in Providence, Rhode Island.

Fax: (401) 863-1234. The position is located in Providence, Rhode Island.

E-mail: provost@providence.edu. The position is located in Providence, Rhode Island.

Website: www.providence.edu. The position is located in Providence, Rhode Island.

Keywords: Assistant Dean for Advising and Student Services. The position is located in Providence, Rhode Island.

Job ID: 12345. The position is located in Providence, Rhode Island.

Posting Date: May 27, 1992. The position is located in Providence, Rhode Island.

Expiration Date: June 15, 1992. The position is located in Providence, Rhode Island.

Recruitment Method: Open recruitment. The position is located in Providence, Rhode Island.

Recruitment Period: June 1, 1992 to June 15, 1992. The position is located in Providence, Rhode Island.

Recruitment Status: Open. The position is located in Providence, Rhode Island.

Recruitment Contact: Provost, Providence College. The position is located in Providence, Rhode Island.

Recruitment Address: Providence College, 100 Westminster Street, Providence, RI 02903. The position is located in Providence, Rhode Island.

Recruitment Phone: (401) 863-1234. The position is located in Providence, Rhode Island.

Recruitment Fax: (401) 863-1234. The position is located in Providence, Rhode Island.

Recruitment E-mail: provost@providence.edu. The position is located in Providence, Rhode Island.

Recruitment Website: www.providence.edu. The position is located in Providence, Rhode Island.

Recruitment Keywords: Assistant Dean for Advising and Student Services. The position is located in Providence, Rhode Island.

Recruitment Job ID: 12345. The position is located in Providence, Rhode Island.

Recruitment Posting Date: May 27, 1992. The position is located in Providence, Rhode Island.

Recruitment Expiration Date: June 15, 1992. The position is located in Providence, Rhode Island.

Recruitment Recruitment Method: Open recruitment. The position is located in Providence, Rhode Island.

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Recruitment Recruitment Phone: (401) 863-1234. The position is located in Providence, Rhode Island.

DEAN, SCHOOL OF BUSINESS AND ECONOMICS

Fayetteville State University

Fayetteville, North Carolina

Fayetteville State University invites applications and nominations for the position of Dean, School of Business and Economics. The School of Business and Economics is a leading academic department at Fayetteville State University, a public university in Fayetteville, North Carolina. The Dean will be responsible for the day-to-day operations of the school, including academic, administrative, and financial matters. The position requires a minimum of ten years of experience in a similar position and a doctorate degree in a related field. The position is located in Fayetteville, North Carolina. For more information, please contact the President at (704) 781-1234.

Qualifications: A minimum of ten years of experience in a similar position and a doctorate degree in a related field. The position is located in Fayetteville, North Carolina. For more information, please contact the President at (704) 781-1234.

Application: Please submit a resume and three references to the President at (704) 781-1234. The position is located in Fayetteville, North Carolina.

Salary: The salary for this position is \$65,000 per year. The position is located in Fayetteville, North Carolina.

Benefits: The position includes a comprehensive benefits package. The position is located in Fayetteville, North Carolina.

Equal Opportunity: Fayetteville State University is an equal opportunity institution. The position is located in Fayetteville, North Carolina.

Deadline: Applications should be submitted by June 15, 1992. The position is located in Fayetteville, North Carolina.

Contact: For more information, please contact the President at (704) 781-1234. The position is located in Fayetteville, North Carolina.

Address: Fayetteville State University, 601 University Avenue, Fayetteville, NC 28401. The position is located in Fayetteville, North Carolina.

Phone: (704) 781-1234. The position is located in Fayetteville, North Carolina.

Fax: (704) 781-1234. The position is located in Fayetteville, North Carolina.

E-mail: president@fayetteville.edu. The position is located in Fayetteville, North Carolina.

Website: www.fayetteville.edu. The position is located in Fayetteville, North Carolina.

Keywords: Dean, School of Business and Economics. The position is located in Fayetteville, North Carolina.

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Recruitment Recruitment E-mail: president@fayetteville.edu. The position is located in Fayetteville, North Carolina.

Associate Dean for Academic Affairs

FLORIDA A&M UNIVERSITY/FLORIDA STATE UNIVERSITY

COLLEGE OF ENGINEERING

Florida A&M University and Florida State University, both in Tallahassee, Florida, are seeking an Associate Dean for Academic Affairs for the College of Engineering. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Engineering and a minimum of five years of experience in a similar position. The position is located in Tallahassee, Florida. For more information, please contact the President at (904) 943-1234.

Qualifications: A minimum of five years of experience in a similar position and a Ph.D. in Engineering. The position is located in Tallahassee, Florida. For more information, please contact the President at (904) 943-1234.

Application: Please submit a resume and three references to the President at (904) 943-1234. The position is located in Tallahassee, Florida.

Salary: The salary for this position is \$60,000 per year. The position is located in Tallahassee, Florida.

Benefits: The position includes a comprehensive benefits package. The position is located in Tallahassee, Florida.

Equal Opportunity: Florida A&M University and Florida State University are equal opportunity institutions. The position is located in Tallahassee, Florida.

Deadline: Applications should be submitted by June 15, 1992. The position is located in Tallahassee, Florida.

Contact: For more information, please contact the President at (904) 943-1234. The position is located in Tallahassee, Florida.

Address: Florida A&M University, 1000 University Avenue, Tallahassee, FL 32301. The position is located in Tallahassee, Florida.

Phone: (904) 943-1234. The position is located in Tallahassee, Florida.

Fax: (904) 943-1234. The position is located in Tallahassee, Florida.

E-mail: president@fla.edu. The position is located in Tallahassee, Florida.

Website: www.floridastate.edu. The position is located in Tallahassee, Florida.

Keywords: Associate Dean for Academic Affairs. The position is located in Tallahassee, Florida.

Job ID: 12345. The position is located in Tallahassee, Florida.

Posting Date: May 27, 1992. The position is located in Tallahassee, Florida.

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Recruitment Status: Open. The position is located in Tallahassee, Florida.

Recruitment Contact: President, Florida A&M University. The position is located in Tallahassee, Florida.

Recruitment Address: Florida A&M University, 1000 University Avenue, Tallahassee, FL 32301. The position is located in Tallahassee, Florida.

Recruitment Phone: (904) 943-1234. The position is located in Tallahassee, Florida.

Recruitment Fax: (904) 943-1234. The position is located in Tallahassee, Florida.

Recruitment E-mail: president@fla.edu. The position is located in Tallahassee, Florida.

Recruitment Website: www.floridastate.edu. The position is located in Tallahassee, Florida.

Recruitment Keywords: Associate Dean for Academic Affairs. The position is located in Tallahassee, Florida.

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Recruitment Recruitment Period: June 1, 1992 to June 15, 1992. The position is located in Tallahassee, Florida.

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Recruitment Recruitment Contact: President, Florida A&M University. The position is located in Tallahassee, Florida.

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Recruitment Recruitment Phone: (904) 943-1234. The position is located in Tallahassee, Florida.

Recruitment Recruitment Fax: (904) 943-1234. The position is located in Tallahassee, Florida.

Recruitment Recruitment E-mail: president@fla.edu. The position is located in Tallahassee, Florida.

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Cameron University

The University, Cameron University, located in Lawton, Oklahoma, a city of 10,000 in a state with a large rural population, is seeking an Associate Vice President for Academic Affairs. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Education and a minimum of five years of experience in a similar position. The position is located in Lawton, Oklahoma. For more information, please contact the President at (800) 541-1234.

Qualifications: A minimum of five years of experience in a similar position and a Ph.D. in Education. The position is located in Lawton, Oklahoma. For more information, please contact the President at (800) 541-1234.

Application: Please submit a resume and three references to the President at (800) 541-1234. The position is located in Lawton, Oklahoma.

Salary: The salary for this position is \$60,000 per year. The position is located in Lawton, Oklahoma.

Benefits: The position includes a comprehensive benefits package. The position is located in Lawton, Oklahoma.

Equal Opportunity: Cameron University is an equal opportunity institution. The position is located in Lawton, Oklahoma.

Deadline: Applications should be submitted by June 15, 1992. The position is located in Lawton, Oklahoma.

Contact: For more information, please contact the President at (800) 541-1234. The position is located in Lawton, Oklahoma.

Address: Cameron University, 1000 University Avenue, Lawton, OK 73505. The position is located in Lawton, Oklahoma.

Phone: (800) 541-1234. The position is located in Lawton, Oklahoma.

Fax: (800) 541-1234. The position is located in Lawton, Oklahoma.

E-mail: president@cameron.edu. The position is located in Lawton, Oklahoma.

Website: www.cameron.edu. The position is located in Lawton, Oklahoma.

Keywords: Associate Vice President for Academic Affairs. The position is located in Lawton, Oklahoma.

Job ID: 12345. The position is located in Lawton, Oklahoma.

Posting Date: May 27, 1992. The position is located in Lawton, Oklahoma.

Expiration Date: June 15, 1992. The position is located in Lawton, Oklahoma.

Recruitment Method: Open recruitment. The position is located in Lawton, Oklahoma.

Recruitment Period: June 1, 1992 to June 15, 1992. The position is located in Lawton, Oklahoma.

Recruitment Status: Open. The position is located in Lawton, Oklahoma.

Recruitment Contact: President, Cameron University. The position is located in Lawton, Oklahoma.

Recruitment Address: Cameron University, 1000 University Avenue, Lawton, OK 73505. The position is located in Lawton, Oklahoma.

Recruitment Phone: (800) 541-1234. The position is located in Lawton, Oklahoma.

Recruitment Fax: (800) 541-1234. The position is located in Lawton, Oklahoma.

Recruitment E-mail: president@cameron.edu. The position is located in Lawton, Oklahoma.

Recruitment Website: www.cameron.edu. The position is located in Lawton, Oklahoma.

Recruitment Keywords: Associate Vice President for Academic Affairs. The position is located in Lawton, Oklahoma.

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Recruitment Recruitment Fax: (800) 541-1234. The position is located in Lawton, Oklahoma.

Recruitment Recruitment E-mail: president@cameron.edu. The position is located in Lawton, Oklahoma.

TRENTON STATE COLLEGE

SCHOOL OF EDUCATION

DEAN

Trenton State College is seeking applications and nominations for the position of Dean of the School of Education. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Education and a minimum of five years of experience in a similar position. The position is located in Trenton, New Jersey. For more information, please contact the President at (609) 941-1234.

Qualifications: A minimum of five years of experience in a similar position and a Ph.D. in Education.

End Paper



PEASANT WOMAN AND BREASTED GROUND, CIRCA 1515, FROM BENIGN AND OTHERS

THE PEASANT WOMAN LIBRARY

The Medieval Celebration of Spring

SPRING WAS THE SEASON most extensively celebrated by medieval writers. As defined by the *Secretum Secretorum*, spring began when the sun entered the sign of Aries in mid-March and ended when it entered the sign of Cancer in mid-June. Its characteristics are described as delightful: "The air waxes clear, the winds blow softly, snows dissolve, rivers run. Springs surge up among the mountains, moisture is drawn to the tree-top, branches bud, seeds sprout, grains spring, meadows grow green. Flowers are fair and fresh, trees are clad with new leaves, and the soil is arrayed with herbs and grasses. Beasts beget offspring, pastures are covered with growth and resume a new vigour, birds sing, and the nightingale's song sounds and re-echoes."

The text above is by Marie Collins, a lecturer in English, and Virginia Davis, a lecturer in history, both at the University of London. It is excerpted from *A Medieval Book of Seasons*, published by HarperCollins.

to oppose the President's order show that they care more about legitimizing research than they do about helping us, the victims."

Radice's transplantation research is the only controversial provision in the bill. The legislation would prohibit the Secretary of the Department of Health and Human Services from withholding federal funds from research that has been up-graded to the merit-review system.

Agency Blocked

Under the legislation, the only way for the Secretary to block such a grant would be to convince an ethics advisory board that the research is not in the public interest.

Just over three years, Health and Human Services Secretary Louis W. Sullivan refused federal funds for two surveys of adolescent behavior. Social scientists say that the surveys would gather information on teen-age pregnancies and sexual activity.

The bill forbids the suit from stopping the two surveys, one of which would gather information on sexual activity of teen-agers. It requires the Secretary of the National Institute of Child Health and Human Development at the University of Maryland to support a \$3-million longitudinal study of adolescent health. The study would follow female and male adolescents.

Continued on Page A25

Urged to Limit Foreigners' Access to Research It Pays For

By SCOTT JASCHIK

WASHINGTON—Government agencies need policies to prevent foreign companies from gaining inappropriate access to the results of federal-funded research at American universities, a new report says.

The report found that of 35 universities it was among the top 25 recipients of money from either the National Science Foundation or the National Institutes of Health. It had programs in which selected researchers—for a fee—could gain access to the results of research before they were generally available.

All three of these institutions, the report said, had foreign companies in their programs.

The report was prepared by the General Accounting Office, the investigative arm of Congress. Rep. Ted Weiss, a New York Democrat who requested the report, said the results were "profoundly disturbing because they show how federally funded research benefits individuals and private companies, including foreign companies, at the expense of the American taxpayer."

Held Hearings

Mr. Weiss asked the GAO to study the issue in 1990 after the House Subcommittee on Human Resources and Intergovernmental Relations, which he chairs, held hearings on the issue. The report will be published this week.

University officials have generally de-

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A 'TAINTED' PROCESS?

Rejection of 2 Proposals by Acting Head of Arts Endowment Sparks Protests, Questions About Accepting Agency Support

By STEPHEN BURD

Peter Stitt was ready to let bygones be bygones and ask the National Endowment for the Arts to support *The Gettysburg Review*, the literary quarterly he edits at Gettysburg College.

In July 1990, Mr. Stitt turned down a \$4,500 grant to protest the agency's requirement that applicants sign a pledge not to use the funds for work that might be considered obscene. He has not sought a grant since the pledge was removed in November 1990, but now he thought it might be time to forgive and forget. Now he's not sure.

Anne-Inelda Radice, the NEA's acting chairwoman, has spurred Mr. Stitt and other college arts administrators and journal editors to question once again whether they can work with the endowment without compromising their academic and artistic freedom.

'Difficult Subject Matter'

Just two weeks after becoming acting chairwoman of the endowment, Ms. Radice rejected two grants for university art centers even though both had been recommended by peer reviewers and her advisory board. The grants were for the List Visual Arts Center at the Massachusetts Institute of Technology for an exhibit called "Corporal Politics" and for the Anderson Gallery at Virginia Commonwealth University for an exhibit called "Anonymity and Identity."

Ms. Radice said she had rejected the grants because they were "unlikely to

have the long-term artistic significance necessary to merit endowment funding."

But arts advocates said they believed, based on Ms. Radice's previous public comments, that the exhibits had been rejected because they contained images of genitalia. At an NEA Congressional budget hearing, Ms. Radice told lawmakers that she would overturn grants for projects that were sexually explicit or that dealt with "difficult subject matter."

"The right wing is delighted every time someone turns down a grant. They think it is humorous that we protest by denying ourselves the work we are trying to protect."

Helaine Posner, curator at the List Center, asked: "How could it have been a question of artistic merit when the peer panelists, who are experts in the field, and her advisory council thought our grant was worthy of funding?"

She added: "I feel that she has distorted the content of our exhibition, which is essentially about the alienation of the individual in contemporary society. It uses fragmented sculptural body parts to express a sense of alienation

and isolation that is very much part of what people are experiencing in our country."

The rock band Aerosmith announced last week that it will provide the List Center with the \$10,000 it lost when the acting chairwoman rejected the grant.

Beacon Press Rejects Grant

Ms. Radice's rejection of the grants marked the first time since 1988 that the chairman of the NEA had overridden a decision made by the advisory council. Her action has electrified the arts world. In protest, the Beacon Press, one of the nation's oldest publishers, announced that it would not accept a \$39,000 grant that it had been awarded.

Murry N. DePillars, dean of the School of Arts at Virginia Commonwealth University, announced that he would not serve on a peer panel that was scheduled to meet last week. And for the first time in the history of the NEA, a sitting peer-review panel—the 1993 Visual Arts Sculpture Fellowship panel—decided to disband rather than finish its work. The panel said in a statement: "Over the course of this week, it has become abundantly clear that the process of the peer-panel review has been severely compromised and placed in great jeopardy."

Said Ronald Jones, a member of that panel and an assistant professor of sculpture at Yale University: "I would encourage universities and colleges to take a hard look at Anne Radice's position."

Continued on Page A23



Helaine Posner of the List Visual Arts Center, which was denied an NEA grant. "How could it have been a question of artistic merit when the peer panelists and her advisory council thought our grant was worthy of funding?"

JOHN HUNTER SMITH FOR THE CHRONICLE

Pennsylvania Private Colleges Fight Governor's Plan to Cut Aid

Continued From Page A20

is particularly bitter, but it is not unusual. Although no other states that provide direct grants to private colleges are proposing a total elimination, the recession has made these institutions vulnerable.

"Actions like Pennsylvania's are a reflection of the times," says Allen P. Speltz, president of the Council on Independent Colleges. New York State, for example, made deep cuts in the amount of direct aid funneled to private colleges and universities for the next fiscal year.

21 States Provide Payments

Robert O. Herdahl, a professor of higher education at the University of Maryland at College Park and an observer of trends in direct payments to private colleges, says: "I would think that the state appropriations to private higher education ought to go through the same cutbacks as public funds, but that doesn't mean the total ending of them."

William Zumeta, associate professor in the University of Washington's Graduate School of Public Affairs, says that direct aid to private colleges evolved out of the belief that it costs less to support existing private-college programs than it does to develop or expand public-college programs. In a study he conducted, Mr. Zumeta found that 21 states—most of them in the East—provided direct payments to private colleges.

College officials say the money is crucial. Illinois, for example, is giving more than \$30 million to private colleges in direct aid in this fiscal year. Dave W. Tretter, director of research for the Federation of Independent Illinois Colleges and Universities, says that much of the money goes to strengthen minority student recruitment and retention programs and to health-care and engineering programs.

In Pennsylvania, Governor or Ca-



The U. of Pennsylvania says that if lawmakers pass Gov. Robert P. Casey's budget, the class entering the School of Veterinary Medicine this fall will be the last to graduate.

sey's proposed higher-education budget reflects a 3.5-percent reduction in spending on the public colleges. The Governor has said that his proposed \$14.2-billion in state spending, which cuts expenses by \$603-million, was necessary to assure a balanced budget, as required by state law.

'A Lot of Tough Choices'

Says John Taylor, a spokesman for Mr. Casey, the Governor had to make a lot of tough choices, and one of them was that the state face its limited resources on public institutions of higher learning and not the private institutions.

Despite that argument, several public-college presidents—including John L. Thomas of Pennsylvania State University and Peter J. Licouras of Temple University—are lobbying against the cuts to pri-

va colleges. Says Gary B. Young, president of the Pennsylvania Association of Colleges and Universities: "I think all of us recognize that the higher-education enterprise is interrelated, and so we are supportive of one another's priorities."

But some observers outside of higher education complain that the private colleges can afford to offset any losses in state aid by tapping their endowments. That criticism is directed especially at the University of Pennsylvania, which is in the midst of a \$1-billion fundraising campaign.

Penn says it will close its veterinary school, scale back student financial aid, and reduce dental care for low-income residents in its West Philadelphia neighborhood," wrote B. J. Phillips, a columnist for *The Philadelphia Inquirer*.

STATE NOTES

Mississippi Senate blocks nominees to college governing board

N.C. Governor angers universities with proposal on overhead

The Mississippi State Senate has refused to confirm three nominees of Gov. Kirk Fordice to the Board of Trustees of State Institutions of Higher Learning.

Legislators said the nominees were not suitably qualified. But an aide to Mr. Fordice, a Republican, said the Governor did not believe that the objections raised by legislators were valid.

One nominee, Thelma Rush, withdrew from consideration when her qualifications were questioned because she lacks a four-year-college degree. The nominations of two others, Michael R. Smith and Howard Clark, died when the Senate adjourned without voting on them.

Mr. Smith, whose company holds a contract with employees of Mississippi State University, was challenged on grounds that

his business might create a conflict of interest.

Dr. Clark, a physician, was suspended from participating in the Medicaid and Medicare programs in the early 1980's for allegedly admitting patients to hospitals for questionable reasons. He denied wrongdoing and said the charges were political, but his nomination was opposed by many doctors in the state.

—GOLDIE BLUMENSTEIN

North Carolina Gov. James G. Martin last week said he would try to work out a compromise with public universities in a conflict about overhead payments.

Earlier in the week, the Republican Governor proposed that the state keep \$16.8 million in federal overhead receipts re-

sulting from university projects in the 1991-92 academic year instead of returning them to the state, which had generated the money. Federal agencies require that universities for the indirect—or overhead—expenses associated with research projects that receive U.S. funds.

In North Carolina, 30 percent of all overhead receipts traditionally have been retained by the state. But the General Assembly agreed to an annual decrease in the proportion of receipts that the state would keep. In the 1992 fiscal year, the state was to keep only 25 percent of the receipts. Instead, it retained 50 percent. In the 1993 fiscal year, the state was to keep only 20 percent of the receipts, but because of a tight budget, Mr. Martin proposed a 50-50 split.

—JOYE MERRICK

Government & Politics

that Hahnemann probably will not be able to recoup through private donors what it will lose from the state.

"Donors are very reluctant to donate funds for operating expenses, and many gifts come with restrictions on how they may be used," he adds.

'A Partnership'

What angers him most, he says, is Mr. Casey's "irresponsible handling of the matter, exemplified by the Governor's failure to talk with the private-college presidents before making his decision."

"The state thinks we are the money on an entitlement," Mr. Paroo says, "but I believe it's a partnership between the state and higher education to produce future manpower for Pennsylvania. We think we've produced something out of that money."

The major part of the argument for private colleges to continue receiving aid is that they provide a state service. Says Mr. Young of the Pennsylvania Association of Colleges and Universities: "The so-called private institutions have more than 70,000 students, about 38 percent of college students in the state."

State Rep. Ronald R. Cowell, chairman of the House Education Committee, says it would be "regretful" to eliminate all of the funds in one year. But he says "the burden is going to have to fall to legislators" in the Philadelphia area to fight for restoration. Some presidents say they have yet to see the support of State Rep. Dennis Evans, chairman of the House Appropriations Committee and a leader of the Philadelphia delegation. He did not return a reporter's telephone call.

U. of Pennsylvania Criticized

The presidents concede that they also must win over legislators from other parts of the state who may view the direct aid as a plum for Philadelphia that their districts do not receive. Meanwhile, the University of Pennsylvania's base of support in the city has been threatened by criticism from some city officials who say the university does not award enough scholarships to local high-school students.

Amid all the debate, private-college presidents say they will spend time in the coming weeks visiting legislators at the Capitol and in their district offices to tell them about the importance of their institutions to the state's overall health. Besides visits, efforts may include letter-writing and phone-calling campaigns by college officials, students, and alumni.

One point they hope to drive home, the presidents say, is that the direct aid the colleges receive pales in comparison with the economic benefits they provide. Five of the state-aided institutions—Penn, Thomas Jefferson, Hahnemann, the Medical College, and Drexel—are among the top 20 employers in Philadelphia, a city that itself has been near bankruptcy. Together, the institutions provide more than 40,000 jobs.

"This is a very close investment for the state," Mr. Paroo says. "We are an asset, but we're being treated like a liability."

'I Feel Overwhelmed'

John F. Paroo, president and chief executive officer of Hahnemann University, which is receiving \$6.4-million this year for its schools of medicine and allied health, says the elimination of state funds would force the university to shrink or eliminate some programs, and possibly cut back on the care of indigent patients at the university's hospital.

"As a president, I feel overwhelmed at the kind of reductions for the state," he says. "This is very abrupt; to say, '100 percent, gone,' Mr. Paroo adds.

Government & Politics

Endowment Chief's Rejection of Proposals Angers Arts World

Continued From Page A21

and judges whether this is an area they should continue to look into.

A vocal group, the Solo Theater Artists Fellowship panel, called out last week without expecting a single grant application. At a third panel, the Museum Panel of the Museum of Modern Art, a letter of protest to the chairwoman. The letter said the museum should "make the explicit reasons for any grant rejections without any dissembling or equivocation."

"The collapse of the NEA," colleges and universities received 257 grants totaling \$4.6 million from the arts endowment in 1991. Most institutions are not going to stop applying for it.

But now that we are witnessing the collapse of the NEA, with Mr. Rodice dismantling the established

system, the time has come for every arts organization to reassess that support, and to decide what it means to accept a grant."

Jill Collins, an endowment spokeswoman, said it would be a "tragic mistake" for colleges to "turn down grants they have won." When a highly qualified organization like Beacon Press withdraws an application for funding for two anthologies of creative writing to be used in schools, their audience, the students, suffers," she said. "So while all these organizations may have concerns, I would hope that they will stay focused on the bigger picture."

"In-Your-Face Subject Matter" Ms. Collins said institutions should not hesitate to apply for grants for contemporary artwork. But she added that the endowment did have a "concern" about supporting works "where there is no artistry and only an in-your-face subject matter."

Some arts supporters agreed that it would be counterproductive for institutions to protest by turning down NEA awards. "I think it is irrelevant," said Robert L. Lynch, president of the National Assembly of Local Arts Agencies. "I don't think similar actions by universities in the past had any effect then, and I don't think they would have any effect right now."

Mr. Lynch said Ms. Rodice's actions were a perfectly predictable response to Congressional pressure to clamp down on the agency. If arts advocates do not like what is going on, he said, they should express their dismay to Congress, not the NEA.

"Besides," he added, "the right wing is delighted every time someone turns down a grant. They think it is humorous that we in the arts community protest by denying ourselves the work we are trying to protect."

Some university arts officials, however, said that if the endowment became more politicized, it might no longer be worth saving. Judith Tannenbaum, associate director and curator of the University of Pennsylvania's Institute of Contemporary Art and a member of the review panel that recommended the two projects, said: "I don't believe that the NEA should be maintained at any price. There may come a point when there is so much that is restricted, and where the compromise is so great, that it is not worth having an endowment anymore."

'Extraordinarily Vital'

The University of Pennsylvania institute used endowment funds that it received in 1988 to organize a retrospective show of photographs by Robert Mapplethorpe that sparked an intense debate over the role of the NEA.

Others, however, said the NEA had been too important to them to abandon it when it is in trouble. "The NEA is an extraordinarily vital part of our national culture. That its existence should be questioned is extraordinary to me," said Katharine J. Watson, director of the Bowdoin College Museum of Art.

Ms. Watson noted that the NEA had given her museum 21 grants over the last 15 years. "The NEA

agreement, the lawmakers still urged the NSF "to review the option of eliminating funds" for the same 31 research projects, many of which were in the social sciences. The report also requires the NSF to conduct a review of its grant-making process.

In a written statement, Walter E. Massey, the director of the NSF, said it was the agency's responsibility to make sure that the research it supports "inspires the trust and confidence of the American public."

NIH In a Target

The bill would also modify a Senate proposal to cut three grants from the National Institute of Dental Research that are currently being used to study ways in which people can overcome their fear of dentists. The compromise would rescind only \$183,000, half of what the Senate had recommended.

The agreement contains a provision that would cut all delayed spending in certain departments by 0.5 percent. As a result, \$2,875-million would be cut from the NIH's budget as well as \$300,000 from vocational and adult education, \$310,000 from student financial assistance, and \$120,000 from higher-education programs.

Many researchers and some lawmakers said the Senate proposals to cut the NSF and NIH were political maneuvers made at the expense of science.

Rep. George E. Brown Jr., a Democrat from California and the chairman of the Committee on Science, Space, and Technology, sent a letter to the chairmen of the Appropriations Committee, Rep. James Whitcomb, and the Senate Finance Committee, Sen. Dan Rostenkowski, saying: "If the Senate proposal for NSF prevail, the merit-review process would be seriously jeopardized," Mr. Brown wrote.



John W. Lottes, president of the Art Institute of Southern California: "We are doing quite well, even without NEA support."

has been tremendously important to the arts at colleges and universities throughout the country. Just look at all that this wonderful agency has done for an important but small museum in Maine," she said.

Still others said they were willing to see how things play out before they decided to stop applying for NEA support or to reject grants they have already won. A big question, many said, was whether Ms. Rodice will still be heading the endowment after the Presidential election.

Not the First Time

If universities and colleges started turning down grants, it would not be the first time. In 1990, a small number of college arts programs and colleges said they would stop accepting endowment funds. In addition to Gettysburg College, the following institutions said they would forgo endowment funds: Arizona State University, the Art Institute of Southern California, Kenyon College, the New School for Social Research, and Pennsylvania State University.

Jonathan F. Panton, president of the New School for Social Research, said that had been a different situation entirely. In 1990 universities were asked to agree—in writing—to "prior restraint," thereby restricting themselves in what they could express with the money they received. Also, he said, the definition of obscenity, which the endowment was using, was far broader than that set by the Supreme Court. "It was purely a legal question," he said. "These are totally different situations."

Wendy J. Strothman, the director of the Beacon Press, disagreed. She said Ms. Rodice's statements and actions would also act as a prior restraint on the work for which universities and colleges could expect to win federal support. "I think it will create a self-censorship," Ms. Strothman said. "I don't see why you would bother to fill out the application for anything that could be deemed offensive, if you already knew you will be rejected."

Some said that it would be virtually impossible for universities and colleges to find other sources to make up for federal support if they decided to hand back grants.

Robert S. Fogarty, editor of *The Antioch Review* at Antioch College, said it was "unlikely" that colleges and universities would stop taking money from the NEA during a recession.

"A lot of magazines are hurting, and colleges are tightening things up," he said. "Art centers and literary presses are places that are undergoing the most belt tightening. They simply need the money."

But John W. Lottes, president of the Art Institute of Southern California, which has not sought NEA money since turning down a grant in 1990, said it was possible for organizations to survive without the NEA. He said his institute had made up for endowment funds by raising more money from foundations and donors.

Said Mr. Lottes: "Our enrollment has grown by 10 percent, and our exhibition program has been active with excellent attendance. So we are doing quite well, even without NEA support. I do not agree that there are no other sources you can look to."

Details of Bush's New Loan Plan Appear to Doom Its Chances in Congress

by SCOTT JASCHER

WASHINGTON—Congressional aides say that the details of President Bush's new student-loan plan, which were released last week by the Education Department, doom the proposal's chances for passage.

Student leaders and higher-education administrators say they are pleased that the plan appears headed nowhere. They say the details indicate that the plan would provide loans at extremely high interest rates, making them undesirable for most students.

They are also angry that the President would pay for some of the changes in student-aid programs by making it more difficult for students to be considered "independent."

"Calculations of financial need for independent students do not include their parents' income or assets, so independent students qualify for more aid."

"These Are Good Ideas"

According to the Education Department, about 173,000 students would lose independent status and eligibility for about \$442-million in student aid under the proposal.

"When the President tries to give with the one hand, he takes away with the other," said Selene Dong, legislative director of the United States Student Association.

Administration officials, meanwhile, continued to defend the plan. "These are good ideas that will help working people," said William D. Hansen, Acting Assistant Secretary of Education for management and budget.

President Bush has talked about

creating "Lifetime Education and Training Accounts" since January. Last month he said he would propose legislation that would enable Americans to borrow up to \$25,000 for higher education or job training. The money would be repaid on a schedule determined by the borrower's income.

127,000 Students Eligible

In his announcement last month, the President said that the loans would be made by the Student Loan Marketing Association, a federally chartered company that purchases federally guaranteed student loans so that banks can lend more money. The President also proposed that students enrolled less than half time be allowed to qualify for all student-aid programs.

The Education Department projects that about 127,000 students would become eligible for aid under the proposal for students enrolled less than half time. It said they would receive about \$63-million.

In materials sent to Congress, President Bush said last week that the Education Secretary would work out precise details of the loan program—including the interest rate—with Sallie Mae officials.

The materials indicated that the government would neither subsidize nor guarantee the loans. To pay for the program—mainly the cost of allowing students to enroll less than half time—President Bush proposed changing the age at which students are automatically considered independent from 24 to 26. The change "is consistent with



The U.S. Student Association's Selene Dong. "When the President tries to give with the one hand, he takes away with the other."

the Administration's position that the student and his or her parents should shoulder the primary responsibility for financing the student's postsecondary education," said the message sent to Congress.

Lynmakers said the proposal, as proposed, would insure high interest rates because Sallie Mae would otherwise face financial risk in pro-

viding loans with no guarantee and no subsidy. They also predicted that Sallie Mae would have control over who would receive the loans, and would be likely to lend to wealthier, low-risk students.

Sen. Paul Simon, an Illinois Democrat who has urged Congress to have colleges provide direct loans to their students, said: "This is a step backward, even from their earlier proposal. It is a loan vehicle without wheels. It's a gesture to some of the ideas we have put forward, but with hardly any visible means of making it actually work."

A Sallie Mae spokeswoman said it would be "premature" to discuss details of the program.

But Mr. Hansen of the Education Department said he thought interest rates would be "competitive" with other loan programs. He said that even if interest rates were "a bit higher" than those of other programs, students would want to participate in the program.

Some, he said, would be attracted to the program because it would make loans available to students who did not have the skills, but did not necessarily want to enter a full-time degree program. Other students, he said, might be attracted by the income-contingent repayment system.

Mr. Hansen said the proposal would be particularly helpful to single mothers who might want to take courses toward career advancement, but could not afford to leave their jobs altogether to pursue education on a full-time basis.

"Lifetime Debt" Seen

Ms. Dong of the United States Student Association said, however, that the Administration was overestimating the benefits of income-contingent loans.

"This doesn't just erase lifelong learning, but lifelong debt," Ms. Dong said, adding that the Administration should place more emphasis on providing grants for those who want a higher education.

Students who enter into income-contingent loan programs may not get it when, 25 years later, they face additional financial responsibilities, she said. "Imagine being in your 40s, trying to raise a family and buy a home, and you still have a large student loan," she said.

Ms. Dong also said the changes in independent student rules would be considered and motivated only by finances. "What's at stake is money," she said. "They play around with the definitions when they want to save money."

Mr. Hansen of the Education Department said there were legitimate reasons to change the age from 24 to 26. "There are a lot of students, even in graduate school, who benefit from their parents' financiality," he said.

The changes proposed by the Administration would allow more student aid for those "who truly are independent," Mr. Hansen added.

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ELECTION NOTEBOOK

- Clinton attack on Bush education record prompts quick reply
- Duquesne U. may be in trouble over a Bush-Quayle fund raiser
- Clinton wins endorsements from two major education unions
- Perot's role, or lack of one, in stemming a college's demise

Clinton's sharp critique of President Bush's education record drew a quick response from the Education Department.

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Clinton's recent interest in student loans was the sign of an "election-year conversion."

Secretary Alexander, in an interview with the Associated Press, said the Governor had misrepresented the Administration's position on Pell Grants. The President, Mr. Alexander said, has proposed increasing the size of Pell Grants and redirecting the money to the most needy students, but has not sought to eliminate grants for those with family incomes above \$10,000.

The Secretary also criticized Mr. Clinton for failing to identify how he would finance one of the key components of his education program: a sweeping college-loan program that would allow students to repay their college loans as a percentage of their future income or through one or two years of national service. "I can get applause, too, going around offering something free," Mr. Alexander said.

Clinton, the Governor of Arkansas and the likely Democratic challenger to the Presidency, lambasted Mr. Bush for proposing a sweeping college-loan program that would allow students to repay their college loans as a percentage of their future income or through one or two years of national service. "I can get applause, too, going around offering something free," Mr. Alexander said.

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PHILANTHROPY NOTES

- Columbia U. gets \$8-million for center to combat drug abuse
- James Michener and wife give 172 paintings to U. of Texas

With an \$8-million grant from the Robert Wood Johnson Foundation and several smaller grants, Columbia University is establishing a national center to combat drug and alcohol abuse.

The Center on Addiction and Substance Abuse (CASA) will be directed by Joseph A. Califano, Jr., who served as Secretary of the Department of Health, Education, and Welfare in the Carter Administration. The center will be the first institution in the United States to gather under one roof experts from

many professional disciplines needed to study all forms of substance abuse, Mr. Califano said in a statement.

"The center springs from the conviction that our nation cannot deal with other basic problems unless we deal with addiction and substance abuse," said Mr. Califano, who is leaving his law practice as senior partner of Dewey Ballantine to work full time as the center's president.

The grant from the Johnson Foundation, which will support the

first five years of the center's operation, is the largest award ever made in the 20-year history of the fund.

The center also is receiving financial support from the Carnegie Corporation of New York, the Charles A. Dana Foundation, and several major corporations. Other foundations, including the Ford, Johnson, and Rockefeller Foundations and the Pew Charitable Trusts, have pledged support for specific projects related to poverty and substance abuse.

Mr. Califano, who as new Secretary mounted an anti-smoking campaign in 1978, said that substance abuse and addiction costs the United States more than \$300-billion a year in health-care and disability payments, lost productivity, accidents, crime, and spending for prisons. "CASA's goal is to get the American people to roll up their sleeves and devote the energy and resources necessary to attack this problem," he said.

—LIZ McMILLAN

The author James A. Michener and his wife donated 172 paintings to the University of Texas at Austin last week. The paintings, valued at about \$14-million, had been on loan to the uni-

Business & Philanthropy

versity as part of its Mai and James A. Michener Collection of 20th-century American art.

Including the latest gift, the Micheners have given the university 376 paintings, valued at some \$20-million. The Micheners also have contributed about \$2.5-million for fellowships and endowments to the university's writing program.

Mr. Michener is a professor emeritus at the university, where he teaches graduate writing seminars.

President William H. Canineham called the gift a "monumental assemblage of American paintings" that he said gave the university "the finest collection of American art at any American university."

—KATHERINE S. MANDAN

PRIVATE SUPPORT

CHARLES AND ELORA ALLIS EDUCATIONAL FOUNDATION
c/o First Trust
Three West, P.O. Box 64704
St. Paul 55164
Student aid. For undergraduate students: \$100,530 to Macalester College.

ARTHUR VINING DAVIS FOUNDATIONS
648 Riverside Avenue
Jacksonville, Fla. 32204
Fellowships. For completion of a classroom building: \$100,000 to St. Norbert College.

PETER MEWITT FOUNDATION
Woodmen Tower
27th and Farmen Streets
Omaha 68102
Fellowships. For the mathematics and computing center: \$300,000 challenge grant to Carleton College.

W. K. KELLOGG FOUNDATION
400 North Avenue
Battie Creek, Mich. 48017-3388
Fellowships. For research on possible solutions to the problems of rural people: \$17,726 to Oregon State U. (This was the total of Kellogg endowments for the project to \$1.5-million.)

Volunteers. For support of research: \$100,000 to Campus Outreach Opportunity League (St. Paul) and \$100,000 to National Association of Service and Community Corps (Washington).

ANORW W. MELLON FOUNDATION
140 East 62nd Street
New York 10022
Libraries. To train people to fill preservation positions in research libraries: \$150,000 over three years to Columbia U.

RESEARCH CORPORATION
6840 East Broadway Boulevard
Tucson, Ariz. 85710-2812
Research. For research in the sciences: \$2.1-million divided among 17 projects at predominantly undergraduate colleges.

QUEST & REQUESTS
Eastern Virginia Medical School of the Medical College of Virginia Health System. For a professorship in reproductive medicine: \$1-million from Science Laboratories Inc. Florida State University. For assistant professorships: \$100,000 from Young, van Ameringen, Varnado, and Benton.

Garbush College. For a professorship in the humanities: \$1.2-million from Bobbie L. Johnson and Cynthia Shaver Johnson. Iowa State University. For the central campus: \$1.5-million from Pioneer Hi-Bred International Inc.

Middlebury University. For scholarships in the sciences: \$1-million from John Liberty Presbyterian College. For the drama center and art gallery: \$1-million from C. Rich and Company.

Tennessee State University. For the leadership in modern American history: \$500,000 from Doris Eaton Travis. University of Maryland. For the leadership in Global Management at University College: \$1-million from C. Rich and Company.

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Note Book

Mary Magler Dunn, president of Salisbury College, once again is trying to dispel concerns about the institution's being labeled a "lesbian school" by critics who are troubled by the presence of homosexual students at the college.

In a full-page commentary in the spring edition of *The NewsSmith*, a newspaper published by the college, Ms. Dunn tried to settle the matter.

While large universities with gay-activist student groups are not labeled "gay universities," she said that the "mere acknowledgment of a hidden presence at a women's college tends to attract a 'lesbian school' label."

She added: "I think the extraordinary fear of and focus on lesbianism in women's colleges says deeper fears of female independence and self-sufficiency."

Belo University's student newspaper has decided not to run a second advertisement by a group that says the Holocaust was a hoax.

The newspaper, *The Chronicle*, was flooded with angry letters last winter after it ran a full-page ad placed by the Committee for Open Debate.

The Holocaust, which insists that Germany never adopted a formal policy to exterminate millions of Jews.

Although the paper published one advertisement, Barry Erikson, its general manager, announced in April that a second advertisement had been rejected.

The new ad asserted that Nazis had never made soup from human fat. Said Mr. Erikson: "I don't see any benefit to revisiting the controversy."

University of Southern California officials are taking steps to reassure incoming students in the wake of last month's slaying.

The university had sent acceptances to 7,500 students for the fall, but only 1,500 had confirmed that they would attend when the

Students

GLIMPSES INTO NEW WORLDS

Members of the Academy of Senior Professionals Share Their Experiences With Eckerd Students

By MICHELE N-K COLLISON

ST. PETERSBURG, FLA.

Werner Von Rosenstiel listened intently as several students in a Western Heritage class at Eckerd College here discussed Hamlet's duel with Laertes.

As the students spoke, Mr. Von Rosenstiel thought of his father, who belonged to a fencing fraternity at the University of Heidelberg in 1888. "I told the students that my father was a terrible fencer," he said. "He lost every one of his duels, and he had all these dueling marks all over his face. But those marks were marks of character."

"The account intrigued the students, because suddenly it wasn't such ancient history."

Mr. Von Rosenstiel, a prosecutor at the International Military Tribunal at Nuremberg, was taking part in the discussion as part of an Eckerd program called the Academy of Senior Professionals. He had come to share his experiences with students, to offer them a glimpse into worlds they knew little about.

'An Enormous Amount of History'

Sterling Witsoun, a professor of creative writing who taught that class, also appreciated Mr. Von Rosenstiel's presence. "Von Rosenstiel is a vital 85," he says. "He's lived through an enormous amount of history. It's a view of history I can't even begin to be able to provide."

The academy is the result of an effort to bring senior professionals, working or retired, in the area back to college. They sit in on classes, offering insights to students studying everything from

Continued on Following Page



Werner Von Rosenstiel, a member of Eckerd College's Academy of Senior Professionals. "You can make events come alive."

Fellowships, Not Assistantships, Said to Be Key to Completion of Doctorates

By ROBERT L. JACOBSON
CAMBRIDGE, MASS.

A labor economist has reported finding the first definitive evidence that graduate students in the arts and sciences are more likely to complete their doctorates—and in less time—if they receive fellowships instead of research or teaching assistantships.

Ronald G. Ehrenberg, professor of industrial and labor relations and economics at Cornell University, says his analysis of long-term doctoral patterns there confirms the benefits of fellowships over assistantships.

The findings also indicate that fellowships given in the first year increase Ph.D. production more than if an institution initially provides assistantships, requiring students to earn their keep, and follow those more conditional awards with fellowships.

Mr. Ehrenberg's analysis comes at a time of widespread interest in documenting the relationship between different forms of financial aid and Ph.D. produc-

tion. Academic leaders have been concerned that predictions of faculty shortages are coinciding with evidence that more and more doctoral students have been dropping out or taking longer to earn their degrees.

25 Years of Data

It remains uncertain whether findings like Mr. Ehrenberg's—which covered 25 years of data on 1,674 Ph.D. candidates in economics, English, mathematics, and physics—can help research universities obtain more fellowship money.

Although some members of Congress have talked recently about shifting graduate-student assistance to provide more support for fellowships, historically such discussions have failed to produce appreciable gains in appropriations. Similarly, recent budget cuts in the states and tightening by many doctoral institutions do not bode well for an expansion of fellowship money from non-federal sources.

Nevertheless, higher-education officials

Continued on Following Page

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Senior Professionals Share Experiences With Students

Continued From Preceding Page

political science to music; present lectures on topics they have been engaged with all their lives; and advise fickered College students on career moves. About 166 people are involved in the academy this year.

James A. Michener, for example, has assessed students' work in a creative-writing course, while Durward Hall told his war stories as a former congressman and physician.

Members of the academy share a common trait—they have had distinguished professional or civic careers. Academy members this year include a French underground fighter, an ambassador, a sports-

men at the center but did not take part in undergraduate classes. In 1980 Eckerd brought the academy into contact with its undergraduate program.

Separate learning programs for older people are not new. The New School for Social Research created the first program for senior citizens in 1962, and at least 150 colleges and universities now have special programs for retirees. But Eckerd officials say they believe their academy is the only one of its kind.

Not everyone can be a member of Eckerd's academy. Applicants must pass the stringent requirements set by a governing board made up of other academy members. "We have millionaires and

can buy the units. "It's part of a total package that makes the academy attractive," Mr. Peterson says. "People like Michener would not come if we did not make them available."

Academy members say they relish working with students. "You can make events come alive," says Mr. Von Rastensiel, the retired lawyer who also worked as an advertising executive in New York. "You can give them a hook. You can teach them without them realizing they are being taught."

Some Felt Threatened

Faculty members say that students who see such accomplished people willing to give their time in the classroom have a greater appreciation for education. "They get to see that learning is lifelong," says Kathryn Watson, a professor of education. "When they see someone who is curious and ravenous about reading, it's exciting. It's infectious."

Faculty members were not always as enthusiastic about having academy members in their classrooms. "The faculty felt threatened," says Len Nussbaum, who matches academy members with various classes. "They felt that the college was hiring cheap help."

Some Eckerd professors were concerned that the academy members, with their wealth of experience, might dominate the classroom discussion.

"One could expect someone with the success of Mr. Michener to be overbearing," Mr. Watson says. "But he doesn't dominate."

those who barely get by," Mr. Peterson says. "But these were all people who were active professionally or in their communities. Everyone must put must. If you lower the level of stimulation, other members will drop out."

Lectures and Discussions

Members pay a \$1,000 initiation fee and a \$400 annual fee. In addition to offering help in undergraduate courses, they may participate in lecture series and various discussion groups on the campus. The academy has set up a job bank that allows students to talk to seniors about specific careers. In addition, members have donated money, books, and art collections to the college.

The academy's headquarters is Lewis House, which contains offices, conference rooms, computer, and a dining room. The college also has built a retirement center on the campus, College Harbour, and plans to break ground on a two-house complex this fall. Retire-

enr designer, and a British journalist. In addition to visiting undergraduate classes, they can also pay to audit a course or to enroll in classes for credit.

Many of the participants who are retired say they had been depressed before they joined the Academy of Senior Professionals. "Their self-esteem takes a beating if they are no longer in their positions," says Art Peterson, the academy's director.

"How can their lives have meaning if they are no longer high achievers? It's always a desire of older people to pass on their experiences to younger people."

A Magnet for Retirees

Florida is a magnet for retirees who have grown weary of the North's harsh winters. In 1973 the college decided to tap this natural market by setting up a kind of continuing education center for older citizens.

In the beginning, members attended lectures and other functions

What They're Reading on College Campuses

1. **Life's Little Instruction Book** by H. Jackson Brown, Jr.
2. **Attack of the Deranged Mutant Killer Monster Snow Gnomes**, by Bill Watterson
3. **Fried Green Tomatoes at the Whistle Stop Cafe**, by Fannie Flagg
4. **Jazz**, by Toni Morrison
5. **You Just Don't Understand**, by Deborah Tannen
6. **The Firm**, by John Grisham
7. **The Seven Habits of Highly Effective People**, by Stephen R. Covey
8. **The Prince of Tides**, by Pat Conroy
9. **Love's Music, Love's Dance**, by Mary Higgins Clark
10. **Oh, the Places You'll Go!** by Dr. Seuss

The Chronicle's list of best-selling books was compiled from information supplied by stores selling the following titles: *Life's Little Instruction Book*, H. Jackson Brown, Jr., Bantam; *Attack of the Deranged Mutant Killer Monster Snow Gnomes*, Bill Watterson, Dell; *Fried Green Tomatoes at the Whistle Stop Cafe*, Fannie Flagg, Dell; *Jazz*, Toni Morrison, Knopf; *You Just Don't Understand*, Deborah Tannen, Dell; *The Firm*, John Grisham, Dell; *The Seven Habits of Highly Effective People*, Stephen R. Covey, Simon & Schuster; *The Prince of Tides*, Pat Conroy, Knopf; *Love's Music, Love's Dance*, Mary Higgins Clark, Dell; *Oh, the Places You'll Go!*, Dr. Seuss, Random House.

He emphasizes the basics and criticizes their work."

Students say they often feel more comfortable talking to the academy members than to their professors. Jeffrey Robinson, a senior at Eckerd, says: "They aren't grading you, so you don't hesitate to talk to them about anything."

James Haatman, a freshman whose parents encouraged him to attend Eckerd because of the academy, says: "The learning is not as

structured. It's more spontaneous."

Participants in the academy emphasize that they are learning, too. Says Jack Clark, a retired radiologist: "It's a way to catch up on subjects that we missed."

It also gives away meaning to some of the members' lives. All my Keith left off when I retired," says Keith Irwin, a retired philosophy professor. "This is something to get up in the morning for."

Fellowships Found to Be Key to Completion of Doctorates

Continued From Preceding Page

They are encouraged by Mr. Ehrenberg's research results, which he calls "reveling." He says his study marks the first time that the comparative effects of fellowships on completion rates and

"time to degree" have been demonstrated through appropriate statistical modeling.

Unlike other studies, he says, his inquiry controlled for such factors as students' citizenship, sex, aptitude, and previous education, as well as starting academic salaries in their disciplines. It also encompassed data on students who had dropped out or were still enrolled in a doctoral program.

No attempt was made to determine the effects of different amounts of financial assistance on doctoral enrollment, completion, or time to degree. But the ability of fellowships to increase completion rates was found to be much greater than their tendency to shorten the period of study.

Lack of Data in the Past

Mr. Ehrenberg says his analysis suggests that students receiving research assistantships have better records of completion and time to degree than those students receiving teaching assistantships. He notes that research assistants are usually hand-picked by faculty members who regard them as unlikely to drop out.

Previous research on the relationship between doctoral completion rates and different forms of financial assistance has suffered from a lack of data, particularly because many universities have not kept track of doctoral students in a

comprehensive way from the time they entered their programs. Mr. Ehrenberg's analysis relies on an unusually large amount of data, including the kind of financial assistance each student received each year for up to six years.

Broader Effort Under Way

A broader effort to examine how different forms of financial aid affect Ph.D. production in 10 fields is under way as part of a project financed by the Association of American Universities. John C. Vaughn, the association's director of federal relations, says the project is aimed at developing a "fidelity comprehensive, longitudinal database" for some 50 institutions.

Another study of doctoral completion rates is being financed by the Andrew W. Mellon Foundation at 10 universities as part of a continuing effort to improve graduate education in the humanities. The project includes an attempt to determine how the rates are affected by the timing of fellowships and other forms of financial assistance.

A paper about Mr. Ehrenberg's research—written with Paragathi G. Mayron, a Cornell Ph.D. candidate in economics—is expected to be published soon by the National Bureau of Economic Research, a private organization. The study received financial support from Cornell and the Alfred P. Sloan Foundation.

Side Lines

John DiBiaggio said last week he would leave Michigan State University to become president of Tufts University, prompting speculation about his career and questions about the future of men's sports programs.

Mr. DiBiaggio said that the professional and personal aspects of the Tufts job were "exciting" and that he was excited about moving to a private college.

He observed that Mr. DiBiaggio's brutal battles with the nation over the leadership of men's sports programs—although he won—had hurt him. Michigan said the board recently had decided to give him more than his annual salary to leave.

Mr. DiBiaggio leaves several key men's sports programs. He is leaving as athletics director. He is charged with easing a transition created by the fight over Mr. Perles should be as well as football coach.

With the president's departure, Michigan's strongest supporter, the two trustees visited Mr. DiBiaggio last week to reassure him that he had their backing.

Mr. DiBiaggio also has played a central role in the Big Ten's efforts to impose strict rules for sex equity in athletics. He requested to approve the new rules next month, but with Mr. DiBiaggio's departure, it is losing a well-known supporter.

Mr. DiBiaggio's move to Tufts might have by surprise because his name had not been listed among the finalists. A Tufts official said Mr. DiBiaggio had asked that his name not be announced and the board had honored his request.

Questions about his role in a University of Virginia sports scandal continue to haunt Richard D. Schultz, the National Collegiate Athletic Association's executive director.

Aside to Mr. Schultz when he was Virginia's athletics director said last month that he had uncovered documents showing the exact date when he told Mr. Schultz that he was to be fired by a sports booster group.

The assistant, Tom Gearhart, had told Virginia's investigators earlier that Mr. Schultz knew about the no-horror loans to athletes. Mr. Schultz, however, said that while he knew about loans to staff and faculty members and to graduate students, he knew nothing about loans to athletes. In their report to the NCAA, last month, university officials gave Mr. Schultz the benefit of the doubt.

For most sports officials have been the same. Criticism of him has been limited to private conversations and the musings of newspaper columnists.

But Mr. Schultz's troubles have been compounded by the NCAA's decision to allow the association's members to watch the Virginia closely for signs of faculty corruption.

Athletics

Coming Soon to a Bookstore Near You: 3 Views of the World of College Sports

A lawmaker's life, a sports tragedy, an NCAA critique

By DOUGLAS LEDERMAN

This spring's crop of books about college sports includes a basketball-star-turned-Congressman's critique of the American sports system, a painstaking post-mortem on a college basketball tragedy, and an economic treatise that portrays the National Collegiate Athletic Association as a cartel.

The biggest splash is likely to be made by *Out of Bounds* (Simon & Schuster), written by Rep. Tom McMillen with his friend Paul Coggins, a writer and lawyer. Representative McMillen, a Maryland Democrat, has earned a good deal of attention during his six years in Congress by speaking out on sports issues.

He has pushed for the publication of graduation rates of college athletes, urged higher academic standards for high-school athletes, and proposed legislation to re-visit the NCAA's structure. In fact, *Out of Bounds* ends with a chapter that outlines how his bill would improve college sports.

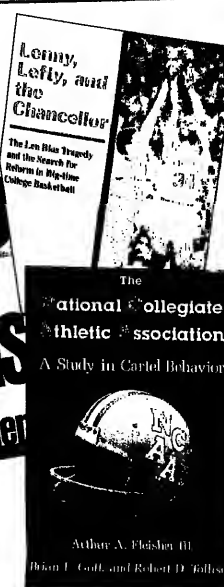
Blame Put on "Big Money"

The book's subtitle—*How the American Sports Establishment Is Being Driven by Greed and Hypocrisy—and What Needs to Be Done About It*—leaves little doubt where Mr. McMillen stands.

Working together the power of reporters and academics alike, he takes up just about every angle in American sports, criticizing the NCAA and the colleges for emphasizing the pursuit of money over academic concerns, television executives for encouraging the drift toward showing sporting



A Congressman, a journalist, and three economists professors take on college sports in these books, published this spring.



events on pay-per-view television, and the professional football and basketball leagues for depending so heavily on colleges to develop their players. To Representative McMillen, "big money" is at the core of the problems.

Because of the massive sums of TV money at the top of the sports heap, sys-

temic abuses are seeping downward, sometimes as far down as grade school," Mr. McMillen and Mr. Coggins write.

"The greater the money at the top of the sports world, the greater the pressures at the bottom of the pile. Because the abuses are systemic and pervasive, it is not feasible to fix them piecemeal."

Continued on Following Page

Feud Erupts at Appalachian State U. Over Proposal for Student Center

By DOUGLAS LEDERMAN

Students and faculty members are feuding with administrators at Appalachian State University over the proposed construction of a student center and arena. Six students protested this month by chaining themselves to a water fountain in the chancellor's office, and faculty members and an increasingly shrill letter-writing campaign in local newspapers, accusing each other of spreading misinformation.

Opponents of the center say that by selecting it as one of the university's two construction priorities for a statewide bond referendum that may take place in November, the administration has put athletes' concerns ahead of academic ones at a time of great fiscal strain. The critics want a new science building to fill the center's spot on the referendum.

An 11,500-Seat Arena

They complain that the project, while called a "student-activities center," is primarily an 11,500-seat basketball arena that will offer little in the way of other activities; that student fees would be raised to

foot the bill for nearly \$10-million of the project's \$24.5-million cost; and that the center's construction would wipe out 12 acres of an environmental-study area in the heart of campus.

The critics also say that administrators have consistently ignored the wishes of students and faculty members, who have

voted overwhelmingly against the arena.

"The idea of building a basketball arena when academic needs aren't being met is ridiculous," said Wendy Tonker, a sophomore majoring in environmental policy, who joined the protest in the chancellor's office. "I'd have no problem if other things

Continued on Following Page

Drake U. Faculty Senate Moves to Give Professors Access to the Academic Records of Athletes

By DEBRA E. BLUM

The faculty senate at Drake University adopted a resolution this month to subject the academic records of the university's athletes to more scrutiny than those of athletes at most other colleges.

Some professors at Drake praised the action as a step toward greater oversight of the athletics program, while others said the measure unfairly singled out athletes and might impinge on their right to privacy.

The resolution was endorsed by 15 of the 17 senate members who voted. It called for the annual appointment of a faculty panel to review the academic records of athletes and to make its reviews and some of the

records available to other faculty members upon request. The first five-member panel is expected to meet by the fall.

Robert D. Barham, president of the senate, said he expected that information about athletes' courses, instructors, and credit hours would be released to any professor who requested information, although the resolution did not specify what information the panel would disclose.

The resolution stated that the name, sport, grades, grade-point average, and academic standing of individual athletes would not be disclosed.

Frank Haggard, chairman of the English

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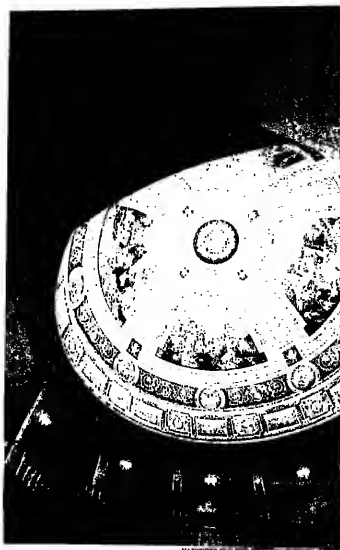
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Continued

Nigeria's Economic Crisis Sparks Violent Protests on Many Campuses

By STEVE ASKIN
 Growing inflation in Nigeria is triggering violent protests at the University of Lagos and other campuses. The unrest came after months of simmering political tensions at the country's universities.

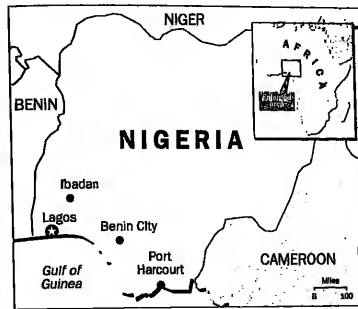
At the University of Lagos, the student union has been shut down by the government, according to Julius Nwagwu, an expelled professor and former chairman of the Academic Staff Union at the University of Lagos.

Mr. Nwagwu, who is currently a visiting professor of government at the University of Texas at Austin, noted that precise details are hard to come by because some of the student leaders had been arrested, while many others went into hiding "to avoid being paid."

Violence and Disruption

A spokesman for the Nigerian Army in Washington said he had information on the reported campus conflicts. The spokesman said, however, that there appeared to be no direct connection between the violence on the campuses in southern Nigeria and the civil war between Christians and Muslims in the northern part of the country, in which hundreds of people have died in the past two years.

Eds at the Washington Of-



fice of the National Nigerian Universities Commission could not be reached for comment.

The student protests began May 9 at the University of Ibadan, when demonstrators barricaded the campus, forcing the institution to close. The students told journalists that they were protesting economic austerity programs that had led to the rapid deterioration of campus facilities and educational programs.

The conflict spread to Nigeria's largest city on May 13, when students at the University of Lagos demonstrated in protest of an acute shortage of gasoline, which looked

to the doubling of public transit fares in the oil-rich West African nation. The students' call for a two-day general strike to press their demand that the seven-year-old military government step down reportedly struck a responsive chord among the residents of poor neighborhoods in Lagos, resulting in attacks on motorists and looting of stores.

Violence also was reported at Lagos State University in one of the capital's poorest neighborhoods.

Student leaders on that campus told reporters that riot police had fired on protesters with live com-

munication and rubber bullets. Wale Okunji, president of the university's Student Union, told *The Washington Post* that police had shot five students on the campus, an action that he branded "state terrorism."

The protests followed six months of intensifying conflict at universities across Nigeria.

During that period, according to a report issued in April by the human-rights group Africa Watch, the government "closed a number of universities, proscribed student unions on a number of campuses, and expelled and suspended hundreds of students without fair hearings."

The report contended that "persistent attacks on the universities" by the government had created an environment in which "the costs of university education grew, conditions continued to deteriorate on campuses, and the demand by students for meaningful university education went unmet."

Conflict Called Inevitable

Mr. Ihonvbere said that "accelerating repression of faculty and students," combined with drastic budget cuts and runaway inflation, had made campus conflict inevitable.

"The conditions in the universities have deteriorated to such a level that it's difficult to talk about an academic system in Nigeria today," he said.

"The very best academics are

out of the country," added Mr. Ihonvbere. "The student unions have been suppressed."

The Africa Watch report said that administrators at Lagos State had closed the campus for three weeks late last year and temporarily banned the student union after the student body elected a chief executive who had "established himself as an effective force in exposing administrative ineffectiveness and in improving conditions for students."

University of Lagos students have complained at least since December about political spying and physical threats directed against their campus leaders.

Appeals to U.S. Universities

In the United States, the Committee for Academic Freedom in Africa has appealed to American universities to provide assistance to Nigerian students displaced by violence and human-rights violations.

"Many students who were arrested in recent crackdowns are trying to find ways to get out of Nigeria," said Sylvia Federici, an assistant professor of political philosophy and international studies at Hofstra University and one of the two coordinators of the Committee for Academic Freedom in Africa.

"It is very important to make academics here see what's happening," said Ms. Federici, "to find scholarships for students who need to leave Nigeria, and provide moral support for people who have been imprisoned."

Universities in Former Eastern Bloc Seek More Contact, Cooperation With West

Continued From Page A31

Twenty students in the past 20 years from 28 million in 1970 to one in 40 million today, according to Unesco data.

"The most dramatic growth has been in developing countries," said Mr. Mayor. As a result, many students in those countries have migrated to the West.

The brain drain has hampered the development efforts of many nations, Mr. Mayor said. From 1980 to 1987, he noted, some 100,000 African graduates left their countries to find work in industrialized nations. At the same time, more than 30,000 foreign experts were posted to sub-Saharan Africa in 1988 alone.

Countries in Eastern Europe were experiencing a similar brain drain, he noted. Unesco, he announced, will provide \$300,000 to the Russian Academy of Sciences to support its efforts to counter the problem.

It is Unesco's intention to launch a campaign to find adequate solutions to these problems, and he hopes that the European universities will assist us," said Mr. Mayor. He added that he hoped the conference would spur new connections between European universities and those in developing countries.

Urgent and Basic Needs

For many who were here, however, the real business at hand was forging new links between universities in eastern and western Europe. The essential importance of

autonomy and academic freedom in higher education was reaffirmed time and again, but the talk in the small discussion groups and in the corridors often turned to the more urgent and basic needs of the East's universities, which are struggling with acute financial difficulties, isolation, and a shortage of up-to-date research resources and facilities.

"East European universities need overseas contacts to regain autonomy and academic freedom," said Peter Fischer-Appelt, president emeritus of the University of Hamburg. "The dramatic needs of these universities are far away from these discussions we are having now."

Mr. Fischer-Appelt now serves as president of the Sofia-based Saints Cyril and Methodius Foundation, a non-profit agency that channels international aid to organizations involved in building democracy in eastern Europe.

He also spoke of the need to set up a Western consortium to coordinate aid and delegate responsibility for assisting universities in member nations of the Commonwealth of Independent States. "Otherwise everyone goes to Moscow, or Leningrad, or maybe Kiev, but never elsewhere," he said.

"For once we need to sit down and talk about what we are going to do to help the East European institutions, because they are in a very difficult situation," said V. N. Constantinescu, president of the National Rectors' Conference of Romania. University development in the region has stopped around 1947, he said, and now "the problem is how to jump from 1947 to 1992." He added that universities in western Europe could provide assistance most effectively by offering fellowships for eastern Europe's junior faculty members, and visiting professorships for senior ones.

During one discussion, Vadim Kokorev, a Moscow State University economics professor, made an appeal for assistance to his threatened institution. "I hope Unesco

and my Western colleagues here will help us," he said. "Support us today by investing in the Russian intellectual tomorrow, and we will support you in future years."

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The meeting here represented a coordinated effort between the European Center for Higher Education, known as CEPES for its initials in French, the National Rectors' Conference of Romania, and the Standing Conference of European Rectors. The conference coincided with the 20th anniversary of CEPES, which describes itself as the first intergovernmental organization to

be based in Eastern Europe. It was founded in Bucharest by Unesco in 1972, at the end of the Ceausescu regime's more benign period. The organization was forced to contend with many of the problems faced by Romanian universities, including government interference, extremely poor mail and telecommunication systems, power rationing, blackouts, and acute shortages of basic goods. Toward the end of his rule, Ceausescu often closed border crossings without warning or explanation. The situation for Romania's academics was more extreme—contact with foreigners was forcefully discouraged.

Hardships Under Ceausescu

"It was very radical in the last years," recalled the director of CEPES, Cain Berg. "University professors were not allowed to leave the country during the economic term, and at other times they were often denied exit visas. All sorts of restrictions existed," which, he said, enforced a complete separation from higher education in the rest of the world.

With the collapse of communism in Romania and the rest of Eastern Europe, Mr. Berg said, the hope was for a truly pan-European university community and in bringing together universities from all corners of Europe and beyond.

"There is a new context," she said, "both in terms of the political situation and also the Western actors on the higher-education scene."

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Bitter Sectarian Conflict Forces Sarajevo's University to Close

Continued From Page A31

daily fear of being discovered and forced into the Serbian federal army. Serb gunmen have been moving from house to house, searching for guns and for young men to join them. Posters have gone up ordering all Serb men to report for duty.

Diving for Cover

Only Dr. Babic has refused to stay in the family's subterranean prison. She argues that her patients need her. She had been traveling three times a week—by ambulance—to the hospital in the Serb-controlled suburb of Ilidza. But in recent weeks Ilidza has seen some of the worst fighting, so she has relocated to Kosovo Hospital, which is affiliated with the medical school. It is located in northern suburbs now held by Muslims, who make up 45 per cent of Bosnia's population. More than once she has had to dive for cover. Her ambulance must cross security checkpoints, where she is often forced out at gunpoint and searched.

Like many other Serbs, the Babics refused a call by Serb nationalist leaders in early April to leave Sarajevo and move to Pale, a mountain settlement outside the city that is the seat of a new Serbian Republic of Bosnia-Herzegovina. The family simply refused to believe that sectarian carnage in Sarajevo was possible, despite its

combustible mix of religions and nationalities.

Other university staff members did move to Pale and have assumed leading positions in the government of the new Serbian Bosnia-Herzegovina. Aleksa Buba, a professor of philosophy in the university, is foreign minister. Nikola Koljevic, a Shakespeare scholar, is president of Parliament.

At the outset of the fighting, the U.S. Embassy in Belgrade re-

"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo."

ceived phone calls from many Muslim academics in Bosnia inquiring about the possibility of going to the United States. But such calls have stopped.

The breakdown in telephone communications has made it extremely difficult to learn the whereabouts of many of the university's faculty members. Harry Miller, an American who teaches mathematics at the university, and his wife, Naza Tanovic-Miller, reported early this month that their home had been hit by shelling and that they

were hiding in its basement. U.S. consular officials said last week that they had not heard from the couple in at least two weeks.

It is now virtually impossible to move about Sarajevo, where snipers aim at anyone who ventures out. Even the occasional car careering down a street attracts bursts of machine-gun fire.

More Than 700,000 Refugees

Why the Babic family is staying on in the city, hiding in the bowels of their house, even they cannot fully explain. But they do say they do not want to become refugees, they do not want to leave the city they have lived in all their lives.

Vast numbers of others, however, decided that they had no choice. More than 700,000 refugees have fled their homes in Bosnia in the past month.

Last week the Babics got an extra reason to worry: Muslims set up machine-gun nests in the textile shop next door. Now the family rarely ventures up into its first-floor apartment, where all the windows have been blown out. By some miracle the electricity works, and the Babics are still in part living off the food in the freezer.

But food supplies in the city are dwindling. The only thing for sale last week at the deserted stalls of the central market were nettles.

Only a miracle can save Sarajevo, a once lovely mountain city where the 1984 Winter Olympics were held. Serb forces seem determined to destroy it—one-third of the city is in ruins already.

In Sarajevo, the Muslims have always been dominant. They feel it is their capital and the center of the new nation of Bosnia-Herzegovina. Without Sarajevo, the Muslims lose some of their identity, and it becomes easier for Serbs and Croats to carve Bosnia up, as each wants to do. Though Serbs make up only 31 per cent of Bosnia's 4.3 million people, they claim 65 per cent of its land. Croatia, too, has forces fighting in Bosnia, as it tries to claim large parts of the republic.

Psychological Divisions

Even if parts of Sarajevo remain standing, the Babics and other Serbs could never live here as they did before. The fighting has driven psychological divisions between the three nationalities—Serbs, Croats, and Muslims—who used to live here in harmony.

More grim news came last week, when European Community observers, Red Cross workers, and United Nations officials pulled out of the war-torn city, condemning of the "anarchy" and "criminality" that made it too dangerous for them to do their jobs.

As for Sarajevo's university, observers say the outlook is bleak.

"The ethnic strife has driven a stake into the heart of the scientific community of Sarajevo," said a Western diplomat who follows higher education in what was Yugoslavia. "It has ended any hope that the university could be rebuilt any time soon."

Afghanistan's Leaders in No Hurry to Resume Classes at Kabul U.

Continued From Page A31

One reason, several people on the campus said, is that many professors and students are not likely to embrace wholeheartedly the Islamic style of the Mujahedin. The issue of just how religious the post-Communist state should be is one that divides the rebel factions, at least one of which adheres to a staunchly fundamentalist approach to Islam.

The new government has moved quickly to try to re-establish Islamic beliefs and behavior in a country in which adherence to religious custom was eroded by 14 years of Communist rule. Alcohol has been banned. Women have been required to dress in ways that cover most of their bodies.

Such changes have been received cautiously by the university community, said several professors, all of whom declined to give their names because of their fear of reprisals. Many openly declared a personal orientation to the West.

Major Changes Likely

When the government does finally decide to reopen the university, there is little doubt that the curriculum will be subjected to major changes, several professors said. A new emphasis on Islamic studies and the complete elimination of Marxist studies are among the

changes the government will make first, they said.

"There is nothing wrong with that—it is natural because we are an Islamic country," said Shuh, a 20-year-old political-science student at the university.

But some academics are concerned that, under the new government, the tenets of Islam might be heavily relied upon to determine the content of courses, just as Marxism dominated higher education during the Communist years in power.

Some professors, such as Mr. Nabi, said it was too early to make any predictions. A clear indication of the university's future direction will come when the government appoints a rector for the institution, said Mr. Nabi, who was educated in the United States and spoke in English.

"We hope a mullah will not be appointed, because we need an academic," he said. "A mullah is a very learned man, but only in a clerical way."

A mullah is a Muslim religious teacher or leader. Mr. Nabi said he and other academics would resist any attempt to impose Islamic fundamentalism on the university.

"I'm not going to dress in traditional clothes," he said. "I will continue to wear suits."

CONFERENCES

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Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Steven S. Koblitz
Reed College



Max J. Keck
Xavier University
(Ohio)



Richard A. Nigro
Philadelphia College
of Textiles and Science



Robert L. Trinchero
California State U.
at Hayward



Richard B. Goetze, Jr.
College of Aeronautics



Nigins Lythcott
Swarthmore College

Susan Florio
American College
Resolving Association

New college and university chief executives: College of Aeronautics, Richard B. Goetze, Jr.; Gordon College (Mass.), R. Judson Carlberg; Reed College, Steven S. Koblitz; Rochester Institute of Technology, Albert J. Simon; Tufts University, John D. Bingham; University of Osteopathic Medicine and Health Sciences, Keith D. Blayney.

Other new chief executive: National Academy Foundation, John Dow, Jr.

Appointments, Resignations

Patrick Allen, member of the English faculty of Union College (N.Y.), is director of educational studies.

Donald M. Arnold, dean of the college at Clark U. (Mass.), is vice-president for academic affairs at Salem College.

Kenneth R. Ball, director of the Center for Teaching at Vanderbilt U., is director of the Center for Effective Teaching at Northwestern U.

David Bellman, former president of Massachusetts Institute of Technology, is professor of biology at Tufts U.

Keith B. Blayney, former dean of the school of health-related professions at U. of Alabama, is chancellor of U. of Alabama.

James R. Campbell, director of the school of nursing at U. of North Carolina at Chapel Hill, is dean.

Michael L. DeWald, professor of clinical medicine at New York Medical College, is professor of medicine and dean of the clinical campus at Binghamton U.

R. Judson Carlberg, senior vice-president for development at Gordon College (Mass.), is president.

Bill Parnell, dean of the school of forestry at U. of Montana, has announced his retirement, effective in June 1993.

Donald Shaw, professor of secondary education at Western Oregon State College, is dean of the school of education.

Richard B. Goetze, Jr., former professor of aeronautics at Naval War College, is president of College of Aeronautics.

Ophelia Green, dean of students at St. Andrews Presbyterian College, is vice-president for campus life.

Bruce Hickey, dean of students at Loyola College in Maryland, is also vice-president for student development.

Ronald G. Hyde, executive assistant to the president for development and university relations at Brigham Young U., is vice-president for advancement.

Colleen Jennings Hogganbeck, director of programs for the Hookins Center at Dartmouth College, is director of public events at Arizona State U.

Max J. Keck, academic vice-president at Rochester College, is dean of the college of arts and sciences at Xavier U. (Ohio). *Continued on Following Page*

International

Massachusetts Institute of Technology

Technology announced that Nobel Laureate David Baltimore would return as a professor in its department

biology in the spring of 1994. Mr. Baltimore left the Whitehead Institute for Biomedical Research—an independent affiliate of MIT—to become president of Rockefeller University in 1990. He resigned last

December because of a controversy caused by his involvement in a case of alleged scientific fraud while he was at the Whitehead. He will remain at Rockefeller—where he is director of a molecular-biology laboratory—until he returns to MIT.

In making the announcement, Robert J. Birgenau, dean of science at MIT, said: "David Baltimore is one of the great molecular biologists of modern times. . . . We are delighted to welcome him back."

Two years ago two black professors—Henry Louis Gates, Jr., and Horneace Spillers—left Cornell University's English Department. Mr. Gates went to Duke University and subsequently moved to Harvard University. Ms. Spillers went to Emory but recently went to return to Cornell in the fall of 1993.

Dr. Koop, former Surgeon General of the United States, is a busy man. In April it was announced that he had been named a Distinguished Scholar at the Gage Foundation for the Advancement of Teaching.

Last week Dr. Koop, Dartmouth College, and the Massachusetts Medical Center announced the establishment of the C. Everett Koop Institute, dedicated to medical education, to reshaping the nation's health-care system, and improving the quality of medical care for patients and their families."

Dr. Koop will be the Elizabeth DeCamp McInerney Professor of Surgery.

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CONFERENCES, CALLS FOR PAPERS

CALL FOR PAPERS

**6th Annual
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The conference planning and proposal review committee is soliciting papers from interested individuals in such areas as Equity Issues - Women in Their Disciplines - Women's Roles in Higher Education - Support Systems - Career Mobility - Minority Women - Networking - The Future and any other areas of interest for women in higher education. Special attention will be given to papers presenting the International Perspective on the selected topic.

Submit 300-500 word abstract and 25-50 word summary of paper by October 15, 1992.

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Workshops must be initiated by individual recipients of SSR-C MacArthur Foundation Fellowships in International Peace and Security (past and present), MacArthur Foundation Grants for Research and Writing, MacArthur Collaborative Studies Grants, or any other direct or indirect grant from the MacArthur Program on International Peace and Cooperation. For more information contact: The Program on International Peace and Security, SSR-C, 605 Third Ave., New York, NY 10158 USA. (212) 601-0280. FAX: (212) 370-7985. Deadline: September 15, 1992.

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Gazette

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Kathleen L. Smith, director of the Educational Opportunity Program at State U. of New York College at Plattsburgh, to director of the Educational Opportunity Program at State U. of New York College at Cortland.

Gordon D. Sorenson, associate dean for external affairs in the school of business at DePaul U., to vice-president for institutional advancement at Guilford College.

Michael H. Stedman, director of sports information at Virginia Military Institute, to public-relations director, effective July 1.

Robert L. Thibodeau, acting associate vice-president for admissions and enrollment services at California State U. at Hayward, to director of university relations and development.

Ben J. Tuohi, vice-chancellor for business and finance at U. of North Carolina at Chapel Hill, to assistant vice-chancellor for business and finance at U. of North Carolina at Charlotte.

John W. Wallace, dean of academic affairs at U. of North Carolina at Chapel Hill, to dean of studies at U. of Tennessee at Knoxville.

Edward J. Wallace, dean of language arts and learning resources at Shippensburg U., to dean of instruction at College of Alameda.

Frank Wiele, dean of the school of arts and sciences at Marquette U. (Wis.), to academic dean.

John Wellman, professor of philosophy at U. of Minnesota, to dean of executive education at Atchafalaya College.

Lawrence M. Weber, president of Ketchikan U. (Alaska), to dean of executive education at Atchafalaya College.

Walter C. White, associate professor of education at U. of Illinois at Urbana-Champaign, has announced his resignation, effective July 1, 1992.

Wayne White, associate professor of religion and theology, coordinator of professional education, and chair of religion and philosophy at Concordia College (Mich.), to academic dean.

Frank R. Wilson, dean of graduate studies and research at U. of New Brunswick, to vice-president for research and international cooperation.

Gane D. Widdows, professor of chemistry at Cornell College, to dean of the college and provost at Washington College (Md.).

IN THE ASSOCIATIONS
Bruce Floet, assistant professor of history at U. of Wisconsin at Milwaukee, at Florida State U., has been elected president of American College Association.

David J. Greenwood, director of the center for international studies at Cornell U., has been elected president of Association of International Education Administrators.

Jerry B. Wilson, director of the office of international studies and scholars at Cornell U., has been elected president of National Association of Foreign Student Advisors.

IMPROVEMENT
John Dow, Jr., superintendent of schools in New Haven, Conn., to president of National Academy Foundation.

Henny Hirschberg, president of the International Publishing Group of Simon & Schuster, to president of the company's Higher Education Group.

Mark A. Nussbaum, director of continuing studies at Maryland Institute College of Art, to account manager at North Carolina State College.

Charles S. O'Brien, director of geophysics at U.S. Geological Survey, to director of the U.S. Geological Survey at Menlo Park, Calif.

Richard A. Nigro, acting vice-president for academic affairs at Philadelphia College of Podiatric Medicine, to vice-president for academic affairs and dean of the faculty.

William J. Noyes, Jr., dean of liberal arts and sciences at Missouri Western State College, to vice-chancellor for academic affairs at Indiana U. at Kokomo.

Patsy M. Pearson, controller at Stewart Holdings Company (Seattle), to business manager at Cornell College of the Arts.

William M. Richardson, professor of vocational education and associate dean of the college of agriculture at Louisiana State U., to dean.

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Gazette

Continued from preceding page

- 14-34: **High education.** Annual meeting. American Association of University Professors, 1001 14th Street, NW, Washington, D.C. 20036; (202) 737-5900.
- 14-35: **Exponential learning.** "National Institute for the Advancement of Learning." Thomas Edison State College and other sponsors. Princeton, N.J. Contact: Bobi DeWester, Director, National Institute, Thomas Edison State College, 161 West Street, Trenton, N.J. 08608; (609) 984-1141.
- 14-36: **Women.** "Leadership Development Program for Women in Higher Education." National Institute for Leadership Development. Detroit, Mich. Contact: 640 North First Avenue, Phoenix 85013; (602) 223-4290.

Flag Day

- 14-37: **Fund raising.** "Major-Off, Roundtable." Institute for Charitable Giving, Crystal City Marriott Hotel, Arlington, Va. Contact: William J. McClintock, Executive Director, 1001 Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9414.
- 14-38: **Student success.** Four-day workshop on student success. Contact: 2430 University Blvd., Raleigh, N.C. 27606; (919) 873-3333.
- 14-39: **Music.** "Institute for Music Therapy." College Music Society, University of Montana, Missoula, Mont. Contact: cws, 203 West 10th Street, Missoula, Mont. 59802; (406) 721-9616.
- 14-40: **Teaching.** Summer institute on college teaching. Virginia Tech Consortium, College of William and Mary, Williamsburg, Va. Contact: Lawrence G. Diolito, VTC, Health Sciences Building, Room 129, 5215 Hampton Boulevard, Norfolk, Va. 23509-0931; (804) 683-3183, fax (804) 683-4515.
- 14-41: **Drug abuse.** "Summer School of Alcohol Studies." Rutgers University, New Brunswick, N.J. Contact: Robert J. Rutter, Director, Center of Alcohol Studies, Smith Hall, Piscataway, N.J. 08855-0900; (609) 938-1200, fax (609) 938-1200.
- 14-42: **Baseball and Americas.** Annual symposium on baseball and the Americas. Rutgers University of New York and other sponsors. Otsego Hall, Cooperstown, N.Y. Contact: 1000 State Street, Otsego Hall, N.Y. 13820-0211.
- 14-43: **Computers.** "National Educational Computing Conference." Loe's Analeto Hotel, Dallas. Contact: 1000 University of North Texas, Computer Education and Cognitive Systems Department, P.O. Box 5155, Denton, Tex. 76201; (817) 345-3923, fax (817) 345-3183 or 345-3923.
- 14-44: **Environmental studies.** "Remote Sensing for Marine and Coastal Environments: Needs and Solutions for Developing Countries." World Bank, Washington, D.C. Contact: Nancy J. Wilman, Director, P.O. Box 14001, Washington, D.C. 20511; (202) 394-1200, ext. 1234, fax (202) 394-1234.
- 14-45: **Research.** "Through the Looking Glass: Concept, Ideal, Reality." National Association of State Directors of Higher Education and Certification, Boston Park Plaza Hotel, Boston, Mass. Contact: John H. Naudus, Sec. 105, 300 William Avenue North, Seattle 98103; (206) 447-0437.
- 14-46: **Computers.** "Mathematics Across the Curriculum: Developing Competence." workshop. Vanderbilt University, Nashville, Tenn. Contact: 1000 14th Street, NW, Washington, D.C. 20036; (202) 737-5900.
- 14-47: **Engineering.** "A Conference for the Advancement of National Engineering Information Services." Engineering Research, Research Triangle Park, N.C. Contact: 1000 14th Street, NW, Washington, D.C. 20036; (202) 737-5900.
- 14-48: **Management.** National Institute for Management Services Inc., Ramada Renaissance Hotel, Sar-

- aham, Saratoga, N.Y. Contact: Alice Jones, N.Y. Management Services Inc., 1000 14th Street, NW, Washington, D.C. 20036; (202) 737-5900, fax (202) 737-5900.
- 14-49: **Teaching.** "Teaching Across the Curriculum." workshop. Alverno College, Milwaukee. Contact: Alverno College, 1200 W. Wisconsin Ave., Milwaukee, Wis. 53233; (414) 341-3300, fax (414) 341-3300.
- 14-50: **Teaching and assessment.** "Assessment as Learning Workshop." Alverno College, Milwaukee. Contact: Alverno College, 1200 W. Wisconsin Ave., Milwaukee, Wis. 53233; (414) 341-3300, fax (414) 341-3300.
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